



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT

PSYCHOLOGY INTERNSHIP HANDBOOK

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OVERVIEW

The Community Action and Human Services Department (CAHSD) encourages psychology intern applicants to consider CAHSD for their final year of pre-doctoral training. CAHSD has had a long-standing, committed belief that the training of interns and students of psychology, social work, marriage and family therapy, mental health counseling, and other disciplines is one of our professional responsibilities. The aim of training encompasses the development of skilled community service providers and the advancement of excellence in service delivery. The Department's psychology training program is dedicated to providing outstanding preparation for health service psychologists embarking upon professional careers. The CAHSD training provides a variety of clinical experiences within the multi-cultural community of Miami-Dade County and fosters the same diverse staff and interns.

INTRODUCTION

The Miami-Dade Community Agency and Human Services Department (CAHSD) has a long tradition and commitment to caring for the social and human service needs of this community. The Community Action and Human Services Department (CAHSD) empowers disadvantaged families and communities through advocacy, education, resource mobilization, and service delivery. We also provide comprehensive social services to assist children, adults, and families to attain self-sufficiency, function independently, and lead productive lives.

The Department provides services in a variety of areas: children and youth services; counseling and rehabilitation; elderly and disabled adult services; housing assistance; job skills; domestic violence, and other special services. In the past year, FY 15-16, CAHSD provided mental health and social services to more than 95,000 residents. Approximately 505 employees provided these services with an operating budget of \$117,863,000.

In 2003, the Department was accredited by the Council on Accreditation (COA), in recognition of best practices for social services delivery, and subsequently re-accredited in 2007 and 2011. Accredited services include case management; substance abuse; in-home support services; outreach services; supported community living; adult day care; residential treatment; employment and vocational services; domestic violence safe space shelters, advocacy and transitional housing to adult and child victims of domestic violence; and mental health for children, adolescents, and adults. The Department is also a member of the Child Welfare League of America and the National Association of Counties.

OVERVIEW OF CAHSD PROGRAM AREAS

COUNSELING AND REHABILITATION:

The Community Action and Human Services Department provides counseling, rehabilitation, training, and advocacy services.

Domestic Violence Prevention and Intervention:

The Community Action and Human Services Department provides various services for domestic violence survivors, including counseling and early intervention services. It also administers two domestic violence

shelters, two transitional housing facilities, and a coordinated victim's assistance center, which protects and empowers victims of domestic violence and their dependents, as well as victims of human trafficking.

Family and Youth Programs

[Family and Child Empowerment](#) - Project FACE (Family and Child Empowerment) is an intense community and home based family oriented intervention, training, and advocacy program for children/adolescents diverted from the juvenile justice system.

At-Risk Youth - The At-Risk Youth Program provides counseling, job development, placement, retention, employability skills training and guidance, employment orientation, and information and referral for young adults between the ages of 18-25 years.

Substance Abuse Programs

[Substance Abuse Assessments](#) - The Community Action and Human Services Department provides substance abuse assessments that include medical and state-mandated evaluations, referral for detoxification, medical clearance, and placement into numerous treatment milieus.

[Residential Treatment](#) - Services provided through the Residential Substance Abuse Treatment Program include but are not limited to individual, group, and family therapy, psychological services, educational and vocational instruction, as well as, other ancillary services.

Elderly Services

Miami-Dade County offers a variety of elderly assistance programs for elderly residents designed to help them remain active, help them to remain productive, improve their well-being and provide for their health and well-being. These programs include:

- **Care Planning**

The Care Planning Program completes an initial assessment to determine eligibility, type of services needed and appropriate referrals for services to individuals 60 years of age and older. Care Planning is initiated when requests for help are directly received from persons in need, their families, neighbors, or other agencies.

- **Foster Grandparent Program**

The Foster Grandparent Program provides volunteer opportunities for eligible low-income persons age 55 and older to render supportive services to at-risk and special needs children.

- **Home Care Program**

The Home Care Program provides homemaking, personal care, chore, and respite services to elderly and adults with disabilities who need help with their activities of daily living in order to remain at home.

- **Meals for the Elderly**

The Elderly Meals Program provides individuals, 60 years of age and older, with hot nutritious meals and activities in a Senior Center setting five days per week.

- **Meals on Wheels**

The Meals on Wheels Program provides home delivered meals each week to low-income homebound individuals, 60 years of age and older, with disabilities living in Miami-Dade County.

- **Retired and Senior Volunteer Program**

The Retired and Senior Volunteer Program (RSVP) acts as a clearinghouse to provide volunteer opportunities for persons, 55 years of age and older, to use their talents, skills and experiences to enrich the lives of others.

- **Specialized Senior Centers**

Several Specialized Senior Centers are operated throughout the County. The centers provide various social and recreational activities.

- **Senior Companion Program**

The Senior Companion Program provides eligible low-income persons, age 55 and older, with the opportunity to enrich their lives by providing services to other seniors, who are in more need than themselves.

HOUSING ASSISTANCE:

The Department provides several housing assistance programs for low-income individuals. These include but are not limited to: home repairs, installation of hurricane shutters, and transitional housing for homeless substance abusers. Eligibility is based on the U.S. Department of Health and Human Services Poverty Guidelines.

Low-Income Energy Assistance

The Low-Income Home Energy Assistance Program (LIHEAP) is coordinated through Miami-Dade County's Self Help Division as part of their emergency assistance programs. The program provides assistance to low-income individuals and families who are experiencing financial difficulty with paying their electric and gas utility bills.

Rental Assistance

Emergency Food and Shelter Assistance (EFSA) is utilized to assist individuals and families in need of emergency assistance with issues regarding payment of utility bills, rent, and mortgage payments and provides temporary shelter and food.

Single Family Home Rehabilitation

The objective of the Single Family Loan Rehabilitation Program is to provide oversight as Construction Manager for those applicants who have received a house rehabilitation loan through our partner, Public Housing and Community Development.

Solar Water Heater Program

The Solar Water Heater Program provides for the installation of solar water heating systems in low-income households. One of the most cost-effective ways to include renewable technologies into a building is by incorporating solar hot water.

Weatherization

The program is designed to reduce energy consumption in the home. By reducing the energy bills of low-income families as opposed to offering aid, weatherization reduces dependency and liberates these funds for spending on more pressing family issues.

Job Skills

The Community Action and Human Services Department provides services for people to enhance their professional skills.

Computer Training

The Department offers FREE Computer Training classes as of August 16, 2015 at five (5) Neighborhood Service Centers. The classes are open to the public for individuals who are interested in advancing in the workplace and improving their employability skillset levels.

Farmworkers Training Program

CAHSD provides vocational and employment training services to the farmworker community. Services include outreach, comprehensive assessment, career counseling, vocational and academic training, case management, job placement and retention, transportation; cash needs base allowance and free tuition and books for farmworkers and their dependents.

The Greater Miami Service Corps (GMSC)

The Greater Miami Service Corps (GMSC) is a youth service organization that provides out-of-school young people with the resources and services necessary to transition to independence and self-sufficiency.

Psychology Internship

The internship program is accredited by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Questions related to the program's accredited status should be directed to the: Commission on Accreditation: Office of Program Consultation and Accreditation American Psychological Association, 750 1st Street, NE, Washington, D.C. 20002, Phone: (202) 336-5979, Email apaaccred@apa.org, Web: www.apa.org/ed/accreditation.

SPECIAL CARE PROGRAMS:

The Community Action and Human Services Department provides services to assist people with special needs.

Adult Day Care

Adult Day Care is a community-based group designed to meet the needs of functionally impaired elderly and young adults.

Disability Services

Provides Disabled services to the following:

- Adult Day Care
- Disabled Farmworker Program
- Disability Services
- Home Care Program

Veterans Services Program

The Veterans Services Program provides assistance to veterans, as well as children, widows, parents of veterans, retired veterans and their families regarding claims to the United States (US) Department of Veterans Affairs.

TRAINING PHILOSOPHY

It is the Department's mission is "to empower individuals, families, and communities through the provision of comprehensive services" to address the needs of families, adults, adolescents, and children residing in Miami-Dade County within the context of a collaborative, community-based, outreach model. It is among the goals of the Department to promote training opportunities for students and interns in the areas of community outreach, prevention/intervention, and assessment. The Department has encouraged practicum and field placements of students in psychology, social work, marriage and family therapy, mental health counseling, and education since its early beginnings in 1967, and internship training in psychology has been provided since 1981. Training arrangements have existed with a variety of the educational institutions and treatment facilities in the metropolitan Miami-Dade County area for over 30 years. Some of Florida's prominent universities are also located in the area and student placements have been typically received from Nova Southeastern University, Carlos Albizu University, the University of Miami, Barry University, Florida Atlantic University, Florida Institute of Technology, and Florida International University. However, we welcome qualified interns from all

accredited universities all over the country.

The Department's mission statement as stated above (see APPENDIX 1) supports the Psychology Training Mission Statement, is "to provide an organized training experience in clinical psychology to pre-doctoral level interns and equip them with the necessary clinical skills and competencies to successfully perform the role of health service psychologists at the entry level". The internship program provides a generalist clinical training by exposing the interns to an array of different clinical/program areas serving a very diverse clientele. The interns are fully integrated into the departmental programs, participating with a variety of staff within each individual treatment style. The general training philosophy of the Psychology Internship Program is enacted via a Mentor/Practitioner Model. The implementation of this model is through pairing the senior mentor supervisors with the interns in preparation for professional careers in psychology working with children, adolescents, adults, and their families.

A supervising psychologist is available to allow for the sequential and graded complexity of the internship experience to be tailored to the training needs of each intern. Mentoring is further achieved by the intern's participation with her/his supervisor in co-consultative relationships and in-vivo supervision. The practitioner aspect of the training model emphasizes clinical practice and service delivery, which evolves over the internship year into an emphasis on empirical based inquiry with creative and individually tailored approaches to intervention, assessment, and consultation. The in-vivo supervision is further enhanced by other staff/task supervisors throughout the Department who have expertise in the various programs in which the interns are placed. Interns are part of the individual programs' team, thus being exposed to different professional perspectives as well as opportunities for other collaborative efforts.

Professional development, training, networking, and multi-agency collaboration also occur with other public and private mental health facilities. Interns, graduate students, and staff benefit from diverse opportunities to attend lectures and workshops in these and other facilities. These opportunities have been, for example, in the areas of family and marital therapy; assessment and management of family violence; sexual, physical, and drug abuse; suicide; bullying; youth gangs; teenage domestic

violence prevention; alcohol misuse; mental health with the elderly population; challenging adolescents; cultural diversity; and individual differences in mental health. Networking is also aimed at supporting efforts devoted to treating the family as a unit, crisis intervention, and psychotherapy with children, adolescents, adults, and their families.

As a training program nested in a multi-racial, multi-ethnic, multi-lingual community, special opportunities are afforded to the student that cross-stem from cultural interchange given the diverse generations of African-Americans, Hispanics, Haitians and other ethnic groups in the community.

Miami-Dade County, with urban and inner-city problems, serves as a fertile landscape for the creative application of psychology, social work and other mental health professions to the problems related to the County's social and cultural development. The interns also receive additional cultural diversity training, "Diversity Matters", from other County and Departmental programs. The interns are provided with the necessary tools to handle their responsibilities such as a personal computer, as well as a laptop, flash drive, internet, and e-mail access. Interns have the ready availability of testing resources, as well as a dedicated personal computer for assessment scoring software. Additionally, a wide array of therapy materials are provided for clinical interventions.

There are varying levels of master level psychology students in training within the Department. The students range from first and second year practicum students to elective practicum placements and pre-doctoral interns. Thus interns are given opportunities to provide supervision to practicum students as part of their internship training.

TRAINING IN PSYCHOLOGY

The Department has provided psychology internship training since 1981. The internship program has been accredited by the American Psychological Association (APA) since 2002 and obtained re-accreditation in 2007 and 2011. The program has been a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) since 1987. Training has been provided for graduate psychology practicum students since the late 1960's.

Training is administered by the Director of Training, along with departmental licensed mental

health professionals. The Psychology Internship Training Committee meets regularly to review students' progress, requests for placement, training needs, and assist in the continued development of the program. Doctoral level psychologists licensed in the State of Florida provide the supervisory base for student training in psychology.

The staff adheres to the American Psychological Association's 2010 Ethical Principles of Psychologists and Code of Conduct, keeps up-to-date with policy statements relevant to standards for professional services as issued by the Association, and conforms to relevant statutes established by federal, state, and local governments.

The internship program is a year/12 months or 2000 hours. All interns provide clinical services at two different programs at the same time throughout the year. Core supervisors are represented at each program area, sharing their expertise and providing clinical supervision to the interns through the mentor-practitioner model. Training consists of implementation of evidence based models and best practices through ongoing supervised clinical experience.

Interns will simultaneously deliver clinical services at two different programs within the Community Action and Human Services Department. All rotations include two programs which consist of a primary emphasis on either child or adult services. However, the assignment of the intern's child/adult placements are flexible and can vary based upon the training needs of the intern, specific programs' requirements, etc. Interns are assigned to varying combinations of rotations at the start of the internship year. The interns' caseloads will be divided equally among the three areas, i.e. 33% from children/adolescents, 33% from adults, and 33% from additional assigned clinical experience with adult and/or child.

Child/Adolescent Programs: (33% of Intern's Caseload Required):

Domestic Violence Prevention and Intervention

The Community Action and Human Services department provides various services for domestic violence survivors and their children, including counseling, treatment, and early intervention services. There is

also an opportunity to sit on the board for primary prevention of teenage domestic violence. Programs include an outpatient site and 4 residential sites.

Head Start and Early Head Start Centers

Mental health/psychological services delivered at the centers consist of: individual/group/family therapy, assessments, psychological evaluations, case management, staff and parent consultations, crisis intervention, and parent and staff trainings.

Adult Programs: (33% of Intern's Caseload Required):

Substance Abuse Program

[Substance Abuse Assessments](#) - substance abuse assessments include medical and state-mandated evaluations, referral for detoxification, medical clearance, and placement into numerous treatment milieus. Programs within this area include residential, diversion, and DUI treatments. Services are: individual, group, and family therapy, psychological services, educational and vocational instruction, as well as, other ancillary services.

Elderly and Disability Services

Adult Day Centers are community-based facilities designed to meet the needs of functionally impaired elders and young adults. [Services include: individual/group/family therapy, assessments, staff consultation and training.](#)

Domestic Violence

The Community Action and Human Services Department provides various services for domestic violence survivors, including counseling, treatment, and early intervention services. It also administers two domestic violence shelters, two transitional housing facilities, and a coordinated victim's assistance center, which protects and empowers victims of domestic violence and their dependents.

Area of Interest: (33% of Intern's Caseload Required):

Interns may select from any of the program areas described above additional clinical experience within the assigned children/adolescent or adult rotation.

Interns are provided with a wide exposure to work with clients across the lifespan, including

pre-school children up to elderly clients. There are three levels of clinical experience for the interns: the direct clinical experience (individual and group therapy, intervention groups, crisis intervention, assessment; classroom behavior management, family therapy, in home services, etc.), supervisory experience (core supervisors within areas of expertise and task supervisors) and training (consultations; informal trainings; didactics, professional development groups, formal presentations at conferences).

All rotations provide interns with opportunities to work with a diverse population. For example, interns can work with adults in Elderly and Disability Services, Rehabilitative Services, and in Violence Prevention and Intervention Services, as well as work with children and adolescents throughout the entire department. The Violence Prevention and Intervention Services program offers three sites: the Coordinated Victim Assistance Center (CVAC), the battered women's shelters, and the Inn Transition programs. Interns placed in CVAC will have the opportunity to provide clinical services to victims of human trafficking, domestic violence survivors and their children seeking injunctions as well as providing crisis intervention, individual therapy, advocacy, prevention, information, and referral.

Additionally, a DVPI site is the Advocates for Victims Program, which consists of the Safe Space North shelter for battered women and their children located in the northern part of the County and the Inn Transition program in South Miami-Dade County. Crisis intervention and assistance to victims, safe shelter, information and referral services, emergency financial, food and clothing assistance, transportation, and advocacy and support are provided. The Inn Transition programs provide long-term residential placement for battered women and their children. Services include individual and group therapy for these clients.

Another area available for students is working with adult substance abusers in a residential treatment setting. Placements are geared to provide hands on experiences in the field of Rehabilitative Services. Interns will be exposed to a spectrum of clinical growth associated with addiction, which may include the following: co-facilitating group counseling sessions, individual counseling sessions working with co-occurring (dually) diagnosed patients, educational groups, and information and referral.

Consequently, Interns will be exposed to various assessment tools for diagnostic purposes including BECK Depression Scale and MCMI Personality Test.

The interns receive individual supervision for the most part at their assigned site; however, professional development, didactics and staff training occur in other educational and mental health facilities. Interns are based at the main administrative building located at 701 N.W., 1st Court, 9 floor, Miami, Florida 33136. Interns also have other professional activities such as group supervision, trainings, peer supervision, and professional development groups, to spend time together as a group. Furthermore, interns have the opportunity to supervise master level practicum students under the supervision of their main supervisor.

Moreover, the interns receive advanced training designed to address a range of mental health problems. Responsibility is assumed by the psychologists within the Department for the daily clinical and administrative supervision of the interns in their work and professional development. Intern training is designed to produce competent professionals in psychological assessment, intervention, and consultation. Therapeutically, emphasis is mainly eclectic, applying family systems, behavioral, existential, trauma focus therapy (client centered), and cognitive and other principles of psychology. Multi-faceted aspects of the program allow for training in evidence based interventions; assessment; legal and ethical standards, professional values and attitudes; cultural diversity, communication and interpersonal skills; research, consultation; and supervision.

The training program affords the intern the flexibility to experiment with and learn to apply a variety of modalities and approaches.

Because of the characteristics of the client population, there are many opportunities to impact the clients significantly in critical areas of the social fabric of our society by working with all populations. Interns utilize a variety of interventions including scheduled individual, group, and family therapy; classroom observations; psychological assessment; crisis intervention; consultation with parents, teachers, social workers, program administrators and other professionals; case staffing; supervision; and participation in the development of treatment plans.

Since the intern comes to the program after practica/externships are completed, the internship training ultimately prepares the intern within the generalist track to treat children, adolescents, adults, and families. Additionally, interns conduct consultation and training with program staff in community based settings. The intern will also be versed in the application of APA ethical standards, which is the framework and foundation through which the internship training program provides instruction.

The parent university/school and the Psychology Internship Program share together the responsibility of maintaining an ongoing dialogue regarding the intern's development. A comprehensive intern evaluation is provided for each intern at least every six months. The training facilities are always available for visits from university/school-based advisors or program coordinators.

RESEARCH AND PROGRAM DEVELOPMENT

The internship provides the opportunity for interns to conduct research related to client service provision, as well as, perform a program evaluation of any aspect of the internship program. Interns may perform a program evaluation of any aspect of the internship program.

The following are examples of some of interns' research and program evaluation endeavors undertaken at the agency:

1. The effects of cognitive restructuring on impulsive severely emotionally disturbed children.
2. Determining client progress through follow-up assessment survey.
3. Multi-assessment comparisons of family structure vs. therapists perceived family pathology.
4. Development of intervention and assessment methodologies as well as record keeping protocols.
5. Training professionals to conduct effective parent training interventions.
6. Reconfiguration of program design to incorporate the inclusion of families in the treatment model to meet federal Head Start program standards.
7. Development of procedures to ensure that pre-school children are ready to be incorporated into Kindergarten.

Once a month all interns meet with the Director of Training for a research meeting. During this meeting

the Director of Training and interns critically evaluate and disseminate research articles. These ones are selected by an intern who have carefully chosen articles and other scholarly documents applicable to the internship training experience. Additionally, supervisors email updated articles and information to the interns on an on-going basis.

TRAINING AIM AND COMPETENCIES

Psychology training provides interns with models of established clinical and ethical standards of professional practice. The Psychology Training aim is, “to provide an organized training experience in clinical psychology to pre-doctoral level interns and equip them with the necessary clinical skills and competencies to successfully perform the role of health service psychologists at the entry level”.

Our program focuses on nine profession wide competencies. These are:

- I. Demonstrates competency in communication and interpersonal skills**
- II. Develops Competence in evidence based assessment**
- III. Demonstrates competence in evidence based interventions**
- IV. Displays competence in research**
- V. Develops competence in supervision**
- VI. Develops competence in consultation and inter-professional/interdisciplinary skills.**
- VII. Demonstrates competence in ethical and legal standards**
- VIII. Demonstrates competence in professional values, attitudes, and behaviors**
- IX. Demonstrates competency in individual and cultural diversity**

The psychology internship training program applies principles, methods, and procedures for understanding, predicting, and alleviating intellectual, emotional, psychological, and behavioral disabilities and discomfort. Further, training includes psychological assessment for pre-school children, elderly clients, and adults within the residential substance abuse program, treatment of individuals with a variety and range of intensity of problems. Interns sharpen their skills in applying psychological tests for diagnosing and evaluating social, developmental, intellectual, personality, adaptive skills of pre-school children, elderly, and adults within the residential substance abuse program. The general training model of the psychology internship program is one of a Mentor/Practitioner. All internship experiences pair senior mentor supervisors with interns in preparation for professional careers as health service practitioners of psychology. Additionally, this model further permeates the relationship between the interns and graduate psychology practicum students in providing the intern with the opportunity to

experience a “supervisory” role.

INTERNSHIP PROGRAM STRUCTURE

Admission Requirements

In order to be considered for admission into the internship program, the applicant is expected to have completed three years of graduate study from a Clinical, Counseling, or School Psychology APA accredited program. Applicants must have completed a minimum of 600 hours, which consists of supervised clinical experience with children/adolescents and adults. Additionally, 50 assessment hours are also required as well as three years of practica.

Admission Process

Intern selection occurs as psychology students complete their academic requirements and obtain greater clarity regarding career objectives.

Applications for internship are screened and rated by review teams consisting of a Training Committee member and a current intern. The teams consider the applicants’ goals, essays, graduate training, references, and graduate school performance. Applicants will be invited for individual structured interviews with the Director of Training, a current intern, and at least one member of the Training Committee if available. Ample time is scheduled for the applicant to present questions as well. Additionally, there are Miami-Dade County job responsibilities which are reviewed with all applicants, including Level II Background checks. After the intern applicant is matched with our program, an e-mail will be sent to the selected intern, followed by a formal letter of placement. An Affiliation Agreement will be sent to the Internship Training Coordinator of the intern’s graduate program, which must be signed prior to the placement of the intern in our Department.

Orientation

Interns initially participate in a 2 weeks orientation with the Psychology Training Committee once they start the internship. This group orientation includes familiarization with the Miami-Dade County policies and procedures, Department history, structure, and personnel; a review of expectations, due process procedures (see APPENDIX 13); rights, and responsibilities of the agency and intern (see

APPENDIX 14); and general discussion. If available, the interns also meet with the outgoing class of interns for an additional half-day orientation, which provides a socialization/training experience covering other important orientation elements, i.e., a typical day, documentation, and perspectives from an intern's point of view. Additionally, the orientation program unfolds during the first several weeks of the internship, consisting of a gradual orientation and acclimation to the intern's assigned sites and responsibilities. Furthermore, as part of the orientation, interns participate in trainings of different evidence based models utilized at the different programs.

At the beginning of the internship year, interns complete a Psychology Intern Self-Assessment Form of their perceived strengths and weaknesses, as these pertain to the nine profession wide competencies. Early in the internship, supervising psychologists critically evaluate the intern's performance, noting areas needing strengthening. Specific objectives also emerge from the training needs identified by the intern and relate to experience and career goals.

This Psychology Intern Self-Assessment Form is discussed with the supervisor, and the subsequent nature of supervision is developed according to the intern's skill level and developing confidence over the course of the year. At the beginning, the emphasis on supervision is likely to highlight the nature of the population and their clinical issues, as well as procedural details and required documentation. As the year progresses and upon mutual agreement, the supervisor will allow the intern to be more independent in their clinical work wherein the intern may operate with a greater degree of autonomy with subsequent supervisory discussion. Finally, as clinical skills are further strengthened, there is a shift toward professional role definition, greater autonomy, the honing of clinical skills, and opportunities for pursuit of individual professional opportunities. Additionally, as part of our Mentor-Practitioner model, as the intern gains more autonomy, s/he is given the opportunity to provide a more active "supervisory" role with a doctoral psychology practicum student.

Fair Selection Practices

Miami-Dade County Government, which is the parent entity of the Community Action and Human Services Department, provides equal access opportunity in employment and services, which reflects

respect for and understanding of "cultural and individual diversity." Nondiscriminatory policies and operating conditions are in force to avoid restriction of program access, and unfair practices of recruitment, retention, and staff/intern development due to, but not limited to, age, color, disabilities, ethnicity, gender, language, national origin, race, religion, sexual orientation, sexual identification, and social economic status. Miami-Dade County is an equal opportunity employer for minorities and women, maintains an alcohol and drug-free workplace, and does not discriminate on the basis of disability. Selection/ranked applicants, as well as hiring decisions are contingent upon satisfactory results of a physical examination, including a drug and alcohol use and misuse screening, and a review of the results of a pre-employment fingerprint-based national criminal background check. Satisfactoriness is determined at the sole discretion of the County. All hiring decisions are based solely on the discretion of the Department Director and/or designee.

Placements

All psychology interns are assigned to two program areas within Community Action and Human Services Department. The rotations include programs wherein the primary emphasis is either (1) children or (2) adult services. As described above, the Head Start and DVPI comprises the child rotation, while Rehabilitative Services, Elderly and Disability Services, and DVPI are the programs where adult's clients are served by the interns. However, all interns will be assigned to both adult and a child program where services will be delivered simultaneously. More information about these placements is available in the Community Action and Human Services Department website, www.miamidade.gov/socialservices.

Interns are assigned to the respective placements according to a variety of factors, such as intern's training experiences, exposure to cultural diversity, personal strengths, the programs' needs, on-site task supervisors, area of needed training, intern's preference, and the "goodness of fit" with the centers. Graduate psychology practicum students may also be participants in training at these sites.

Since many of the clients served through the Department are Spanish and Creole speaking, the interns placed in those specific sites must speak Spanish and/or Creole. The Training Committee makes the recommendations for Task Supervisors and main supervisors at each of the different sites depending on the supervisors' expertise in those areas.

Stipend, Leave Time, and Benefits

All interns are hired as Temporary Employees of Miami-Dade County government and are eligible for paid time off. They are permitted to take up to 20 days of personal leave (i.e., vacation, sick, educational, etc.) and 13 County paid days. Interns are paid for these holidays provided they are in pay status the full day before and the day after the holiday.

Personal transportation is essential and there is substantial driving required between sites. Interns are eligible for on-the-job mileage reimbursement at the established Miami-Dade County reimbursement rate (currently @ \$0.54/mile) as well as reimbursement for on-the-job tolls and parking. Prior to reimbursement, the intern will provide a copy of her/his driver's license, proof of auto insurance and agree to follow established Miami-Dade County driving rules, which may be found at: <http://www.miamidade.gov/aopdfdoc/aopdf/pdffiles/AO6-3.pdf>.

The internship stipend is \$19,000. As a large governmental entity, Miami-Dade County has a number of necessary elements in the hiring process. All accepted interns would be required to apply online with Miami-Dade County for the psychology internship position. All County employees including psychology interns must then complete all Miami-Dade County hiring requirements including a Miami-Dade County administered pre-hiring physical exam, drug screening, fingerprinting, and background check, available for review at the following website: <http://www.miamidade.gov/jobs/pre-employment.asp>. All efforts are made to arrange the pre-hiring requirements well in advance of the internship start date; however, it is our experience that interns must allocate ample time to complete the hiring process, which can entail several trips to Miami-Dade County or relocation up to one month in advance of the internship start date.

Internship Requirements

There are nine profession wide competencies emphasized in the internship program (please refer to the information on page 17). During the internship year, interns are expected to complete a minimum of six psychological evaluations; testing opportunities are within the pre-school children, residential substance abuse adult, and the elderly population. Main supervisor is responsible for the

assignments of the testing cases. Evaluations receive intensive supervision, followed by presentations to the parents/guardians, clients, and possibly other members of the treatment team. Additionally, interns are provided with the opportunity to “supervise” psychological evaluations conducted by graduate psychology practicum students, under the supervision of the licensed psychologists.

Coordinating services to families and engaging their involvement in treatment is emphasized as a general intervention philosophy in all rotation areas. Interns are required to devote 40% of their time to direct clinical service. The number of cases assigned is determined by the individualized professional development needs of the particular intern as well as client needs. Interns usually have 16 hours/week of direct clinical experience at the beginning of the year and 18 hours/week during the second half of the year. A variety of client ages and levels of pathology are ensured in order to provide the intern with varied treatment opportunities.

Consultation with teachers, social workers, paraprofessionals, administrators, occupational therapists, speech therapists, and other professionals occurs throughout the internship year. Assessment on how the intern establishes and maintains working relationships, and provides competent, professional information/consultation/direction provides data for feedback on an ongoing basis. The intern becomes integrated into her/his assigned program as a contributing professional in all aspects of program functioning.

Because of the nature of the client population, all program psychologists and psychology interns provide services beyond the realm of the traditional outpatient office visit. Such services may include occasional home visits and other flexible assignments. The typical work schedule is 8:00am to 5:00pm with a one-hour lunch break (40 work hours), although there is the expectation of availability for infrequent evening participation based on client’s needs. Interns may have a flexible schedule if the assigned placement requires regular evening work. Naturally, interns are never expected to provide any client services that would not be expected of their supervisor. However, interns’ weekly hours may varied based on the expectation of the accrual of the required 2000 hours.

Interns are expected to attend and actively participate in clinical meetings, individual and group

supervision, relevant professional development activities, didactics, peer consultation, and local workshops (See APPENDICES 5-7). Each intern is expected to conduct at least one presentation at a local conference on a professional topic, psycho-educational trainings, and at least two departmental professional workshops.

Our training program is sequential and builds upon the previously developed competencies acquired throughout the internship year. Concomitantly, the evaluative criterion becomes more demanding as the year progresses. In addition, we expect that the intern should require progressively less intensive supervisory oversight for the satisfactory completion of assigned responsibilities. The interns are evaluated at six months and at the end of the internship year utilizing the Psychology Intern Evaluation Form (See APPENDIX 15). Additionally, interns will receive informal feedback at three and nine months of internship (see APPENDIX 16). These evaluations cover the nine professional wide competencies. Whenever deficiencies in any areas are noted, supervisors address these with the interns in a timely manner to provide the intern an opportunity to correct the difficulty. The Training Committee also routinely discusses each intern's progress at each Training Committee meeting. If the intern is failing to meet the established minimum criteria, a Corrective Plan must be developed. The Intern must have an overall minimum average rating of "meets" expectations on the nine professional competencies in the final intern evaluation form.

Supervisory staff is committed to provide continued opportunities to improve any deficient areas. Interns are also provided with the opportunity to provide program feedback through the evaluation completed at mid-point and at the end of the year, each intern is requested to complete questionnaires evaluating their internship experience (see APPENDIX 17). Feedback gleaned from this process has been very helpful in shaping the direction of the internship program. Additionally, interns actively participate in the internship program continued quality improvement (PQI) process by revising policies and procedures, training schedule, clinical documents, etc.

Supervision

Each intern and her/his supervisor meet for a minimum of two hours per week for scheduled,

face-to-face individual supervision, in addition to ongoing daily support and availability of all supervisors. Interns may have more than one supervisor, depending of the assigned rotation and the supervisors' expertise in the area. While the supervisor may not be present with the intern at times at the various sites, on those occasions, the intern can always contact the supervisor by cell phone, and the Center Director or Program Administrator at the site is available for any needed immediate consultation. All interns meet together weekly with the Director of Training for two hours of group supervision. Group supervision provides an opportunity to strengthen professional development as well as promoting peer relationship building and information sharing. Interns are asked to complete Weekly Documentation of Supervision and Related Activities (see APPENDIX 9). Feedback is provided via supervision, and when necessary, adjustments may be made to the interns' work assignments. Once a month all interns meet together in a group to provide each other with peer supervision. The Training Committee reviews the progress of each intern at regular meetings and the supervisors formally evaluate the intern's overall competence two times during the year (see APPENDIX 15). Input is also received from Task Supervisors, and other administrative and professional staff who work with the interns in their assigned sites. The Task Supervisor also documents the intern's supervision in the Weekly Documentation of Supervision and Related Activities form.

APPLICATION PROCEDURES

A major focus of our screening and selection process is to identify individuals who have demonstrated a general training and clinical experience in working with children, adolescents, adults, and families. Additionally, because of the profound importance of protecting the welfare of minors and elderly we look closely at the Professional Conduct section of Part I of the APPIC Application for Psychology Internship (AAPI) and the Evaluation of Applicant section of Part II of the AAPI, which is completed by the graduate program's Training Director. Interns must abide by Miami-Dade County personnel policies and procedures, which includes Level II background check as well as a drug screening and physical examination. All hiring decision and continued employment is at the County sole discretion. We value diversity and encourage diverse applicants to apply. During the applicant interviews, we also

consider interpersonal variables that would support the close Mentor aspect of our program. In person, Skype, or phone interviews are required to give both the applicant and the Training Committee a chance to mutually assess their matching potential. The deadline for receipt of the completed application and paperwork is December 6 and follow the AAPI on-line application instructions available at www.appic.org.

OFFERS AND ACCEPTANCES POLICIES

There is strict adherence to the standards of internship offers and acceptances to an internship, as stipulated by the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match Policies. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. The APPIC policies can be accessed on their website at: <http://www.appic.org>.



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
MISSION STATEMENTS**

DEPARTMENTAL MISSION STATEMENT	<p>"The mission of the Miami-Dade Community Action and Human Services Department is to empower individuals, families and communities through the provision of comprehensive services."</p>
PSYCHOLOGY TRAINING MISSION STATEMENT	<p>"To provide an organized training experience in clinical psychology to pre-doctoral level interns and equip them with the necessary clinical skills and competencies to successfully perform the role of professional psychologist at the entry level." *(See Values and Principles)</p>
PSYCHOLOGICAL SERVICES DIVISION MISSION STATEMENT	<p>"Identification, assessment, and early intervention to maximize the optimal functioning of clients through the application of psychological principles informed through science and through training of students for professional careers."</p>

Revised 12/2016



INTERNSHIP TRAINING AIM, COMPETENCIES, AND METHODS TO ACHIEVEMENTS

At the conclusion of the one-year training program, interns will be able to demonstrate an increased level of knowledge and competence with children, adolescents, adults, and their families within the nine profession wide competencies. In addition to the Psychology Intern Evaluation Form, we utilize the Intern Self-Assessment Form to assess training aims. Interns are expected to achieve the following competencies:

I. Demonstrates competency in communication and interpersonal skills

- 1 Develops and maintains effective relationships with staff, supervisors, peers, and other professionals.

_____ **Exceeds Expectations (4):** Establishes and maintains respectful interactions. Identifies professionals/staff who present different perspectives or challenges, making adjustments to continue working effectively with them.

_____ **Meets Expectations (3):** Engages with staff and clients, identifying possible conflicts, seeking resources to resolve these.

_____ **Needs On-Going Supervision (2):** Demonstrates interest in others and receptive to supervisory feedback.

_____ **Needs Remedial Work (1):** Displays difficulties establishing rapport with professionals, colleagues, and staff.

- 2 Demonstrates ability to effectively negotiate conflict and receptive to providing and receiving feedback.

_____ **Exceeds Expectations (4):** Actively collaborates with others, demonstrating good problem solving skills. Provides meaningful feedback to others and receives feedback in a non-defensive manner.

_____ **Meets Expectations (3):** Good working relationships with others; receptive to supervisory feedback to effectively deal with conflict.

_____ **Needs On-Going Supervision (2):** Demonstrates limited skills in negotiating conflictual situations, as well as limited responsiveness and provision of feedback.

_____ **Needs Remedial Work (1):** Inability to accept feedback and provide meaningful feedback to others. Cannot maintain collaborative relationships with other professionals.

- 3 Demonstrates ability to work effectively with other professionals, and supervisors of diverse ethnic backgrounds. Demonstrates interest to learn about individuals from diverse cultural and socio-economic backgrounds through reading materials, discussing related issues in supervision, and attending training on cultural and ethnic diversity.

_____ **Exceeds Expectations (4):** Intern independently identifies individual differences and displays sensitivity to others' diverse cultural backgrounds. Accurately displays self-monitoring pertaining to own responses to individual differences.

_____ **Meets Expectations (3):** Openly seeks supervisory feedback regarding limited experience with other professionals' diversity.

_____ **Needs On-Going Supervision (2):** Displays lack of comfort level working with specific diverse professionals and readily discusses challenging relationships in supervision.

_____ **Needs Remedial Work (1):** Inability to work with some diverse professionals; difficulties recognizing pre-judgmental beliefs and/or limited awareness and understanding of diversity.

4 Demonstrates proficiency in the command of language, i.e. oral and written communication.

_____ **Exceeds Expectations (4):** Demonstrates ability to command the professional language, both verbal and written. His/her communication is descriptive and effective with clients and professionals.

_____ **Meets Expectations (3):** Occasionally needs reassurance in his/her oral presentations. Minor revisions in the written communication, which are quickly corrected.

_____ **Needs On-Going Supervision (2):** Requires to correct a number of deficiencies in his/her written documentation. Most of the time, intern requires to rehearse the oral communication on many occasions to clearly articulate the information.

_____ **Needs Remedial Work (1):** Intern procrastinates and continues to submit documentation with numerous grammatical/spelling/syntax mistakes. Oral communication is fragmented and lacks flow.

II Develops Competence in evidence based assessment

1. Plans, schedules, selects tests, and completes interviews and testing in an appropriate timeframe to complete required evaluations over the internship year.

_____ **Exceeds Expectations (4):** Independently selects the appropriate tests to address the referral question. Carefully plans and schedules testing sessions within the required timelines.

_____ **Meets Expectations (3):** Intern will sporadically seek supervisory input for the selected tests. Overall, the required evaluations will be submitted on time.

_____ **Needs On-Going Supervision (2):** On-going supervision for test selection and planning skills to meet required timeframes. Utilizes supervision effectively.

_____ **Needs Remedial Work (1):** Poor test selection; additional testing sessions required due to poor test choice.

2. Demonstrates knowledge and competence in administering, scoring, and interpreting psychological tests.

_____ **Exceeds Expectations (4):** Demonstrates proficiency in test administration, scoring, and interpretation. Awareness of culturally sensitive instruments. Data collected is coherent with the formulation of diagnosis for treatment planning. Displays ability to make adjustments according to the client's needs.

_____ **Meets Expectations (3):** Occasional consultation for specific details regarding test administration, scoring, and interpretation of psychological tests. Supervisory input is minimal, displaying overall ability to complete psychological testing.

_____ **Needs On-Going Supervision (2):** Needs on-going supervision for the tests administered. Seeks consultation to effectively use the scored data for interpretation purposes. Intern receptive to supervisory feedback and implementation of recommendations.

_____ **Needs Remedial Work (1):** Inaccurate use of the test data, reaching to erroneous interpretation. Often needs to schedule additional testing sessions for mistakes in administration; limited adaptations for client's needs.

3. Demonstrates knowledge and competence in report writing. Intern writes evaluative reports in a well-organized manner with language appropriate for the intended reader. Intern provides feedback of the results with clarity to clients, staff, and other team members.

_____ **Exceeds Expectations (4):** Report is clear and comprehensive. Test data is incorporated in the report, formulating an accurate diagnosis. Intern presents a well-integrated report, including concise recommendations related to the referral question. Demonstrates ability to effectively communicate the findings, making necessary adaptation to the client's needs.

_____ **Meets Expectations (3):** Report covers the essential elements, without serious mistakes. Supervisor's input consists of minimal report revisions.

_____ **Needs On-Going Supervision (2):** Report has limited cohesiveness, requiring assistance with articulation of theoretical material. Verbal communication of the findings limited for the intended audience. Intern utilizes supervision effectively.

_____ **Needs Remedial Work (1):** Report is inconclusive, omitting essential information/details. Spelling and grammatical mistakes, requiring multiple rewrites. Feedback of the results not well organized and lacking clarity.

III Demonstrates competence in evidence based interventions

- 1- Demonstrates knowledge and skill in selecting appropriate empirically validated psychotherapeutic interventions with children, adults, and their families.

_____ **Exceeds Expectations (4):** Intern demonstrates knowledge of evidence base practices; reviews relevant literature and selects interventions for different populations and presenting problems. Independently formulates case conceptualizations and incorporates theoretical orientation into comprehensive treatment plans.

_____ **Meets Expectations (3):** Overall adequate case conceptualization but limited literature review for case conceptualization. Supervisory input is required to refine treatment goals and to incorporate these into comprehensive treatment plans.

_____ **Needs On-Going Supervision (2):** Intern requires on-going supervision to select evidence base interventions adequate to client's individual differences. Treatment planning does not align with case conceptualization.

_____ **Needs Remedial Work (1):** Difficulties with identification of treatment plan goals and lack of specific theoretical model to guide the service delivery plan.

- 2- Demonstrates knowledge and sensitivity of cultural and individual differences.

_____ **Exceeds Expectations (4):** Independently implements knowledge of cultural and individual differences in the selection of evidence base interventions. Regularly monitors own cultural diversity and its impact on working with diverse clients.

_____ **Meets Expectations (3):** Inquisitive of cultural diversity issues during supervision. Overall feels comfortable when delivering psychotherapeutic services to culturally diverse populations.

_____ **Needs On-Going Supervision (2):** Exhibits limited skills with certain clients and able to implement evidence base practices with those with previous experience. Limited awareness of self-diversity and how it impacts clients.

_____ **Needs Remedial Work (1):** Lack of comfort level in working with diverse populations. Not benefiting from supervision in exploring own cultural identity.

- 3- Demonstrates ability in formulating treatment plans, establishment of goals/objectives, and discharge plans.

_____ **Exceeds Expectations (4):** Jointly develops a treatment plan with the client, identifying realistic treatment goals and objectives. Therapeutic modality and theoretical model is mutually agreed upon, displaying flexibility to make adaptations when necessary. Adequately develops the discharge plan with the client ensuring specific outcomes to successfully completing treatment.

_____ **Meets Expectations (3):** Overall adequate treatment plan; occasionally requires supervisory feedback to refine goals and objectives, as well as detailed discharge planning.

_____ **Needs On-Going Supervision (2):** Requires guidance to develop treatment plans along with the identification of goals and measurable objectives. Supervisory feedback needed when developing and implementing treatment plan.

_____ **Needs Remedial Work (1):** Unable to identify goals and objectives. Difficulties with developing a discharge plan coherent with the treatment plan.

IV Displays competence in research

1. Develops skills in applying research knowledge to the treatment of cases.

_____ **Exceeds Expectations (4):** Independently seeks out professional writings to increase knowledge of cases. Displays motivation to research topics relevant to the clinical case, resulting in a wider range of interventions.

_____ **Meets Expectations (3):** Intern demonstrates interest in finding out more information pertaining to a case. Supervisor provides the recommended readings/resources.

_____ **Needs On-Going Supervision (2):** Supervisor assigns research articles/professional readings. Intern readily follows through with the assignment.

_____ **Needs Remedial Work (1):** Intern does not follow supervisor's assignments.

2. Displays research activity to increase knowledge of specific professional topics through trainings/presentations.

_____ **Exceeds Expectations (4):** Demonstrates ability to identify and verbalize central issues, using the latest research findings, with ease and clarity and in a language appropriate to the audience.

_____ **Meets Expectations (3):** Intern recognizes areas for improvement and requests supervisory feedback to develop the training/presentation.

_____ **Needs On-Going Supervision (2):** Supervisor assigns the professional readings to assist the intern with the development of training/presentation.

_____ **Needs Remedial Work (1):** Intern does not follow through with assigned readings. Presentation/training lack organization, coherent information, and not submitted on time.

3. Intern will participate in program evaluation activities.

_____ **Exceeds Expectations (4):** Intern critically evaluates a component of the internship program to enhance its outcomes. Works cooperatively with staff to gather information and schedules a program staff meeting to discuss the results and recommendations of the evaluation report.

_____ **Meets Expectations (3):** Intern engages with program staff to assess program's outcomes. Shares feedback of the findings included in the evaluation report.

_____ **Needs On-Going Supervision (2):** Intern needs guidance to identify program outcomes and to produce a comprehensive report with appropriate recommendations.

_____ **Needs Remedial Work (1):** Intern fails to gather program information in an objective manner. Unable to provide useful feedback to the staff to enhance program outcomes

V. Develops competence in supervision.

1. Ability to provide adequate level of supervision to psychology practicum trainees, including knowledge and awareness of factors affecting quality of supervision.

_____ **Exceeds Expectations (4):** Displays knowledge of supervisory process, identifies supervisory model, and tracks factors which might impact quality of supervision, i.e. ethical/legal/diversity issues. Takes into consideration supervisee's developmental level.

_____ **Meets Expectations (3):** Understands supervision elements, requiring at times supervisory input regarding supervisee's developmental level and issues that can affect roles and processes of supervision.

_____ **Needs On-Going Supervision (2):** Supervisory work must be closely monitored. Displays difficulties with articulating expectations and roles of supervision. Limited understanding of supervisees' skill development.

_____ **Needs Remedial Work (1):** Unable to provide supervision; lacks knowledge of supervisee's developmental level and skills.

2. Demonstrates self-awareness and makes necessary adjustments to enhance the supervisory process.

_____ **Exceeds Expectations (4):** Displays self-reflection of own cultural diversity, adjusting supervisory skills to enhance supervisory process. Identifies areas of further development, i.e. cultural biases; limited knowledge and awareness of possible ethical/legal dilemmas.

_____ **Meets Expectations (3):** Ability to articulate factors of own individual diversity and makes necessary adjustments to enhance quality of supervisory relationships and process.

_____ **Needs On-Going Supervision (2):** Limited self-awareness and resistance to adapting supervisory skills. Needs on-going supervisory input to engage in self-reflection and to increase awareness of its impact on the supervisory process.

_____ **Needs Remedial Work (1):** Unable to engage in self-reflection and does not demonstrate an understanding of how it affects the supervision of psychology trainees.

3. Demonstrates knowledge of the purpose and roles in supervision.

_____ **Exceeds Expectations (4):** Clearly articulates the roles of the supervisor and the supervisee. Identifies a supervision model and engages in self-reflection of how this model is implemented.

_____ **Meets Expectations (3):** Overall understanding of the supervisory process and occasionally requires supervisory input for implementation.

_____ **Needs On-Going Supervision (2):** Intern displays basic knowledge of supervision. Requires on-going supervisory feedback to identify model and roles of supervisory process.

_____ **Needs Remedial Work (1):** Inability to provide supervision to psychology trainees and lacks reflection on supervisory process.

VI Develops competence in consultation and inter-professional/interdisciplinary skills.

1. Demonstrates competence in providing psychological consultation to colleagues, members of other disciplines and consumers.

_____ **Exceeds Expectations (4):** The intern applies knowledge and provides the information to appropriately address the referral question/case. Redefines referral question based on the analysis of the question.

_____ **Meets Expectations (3):** Occasionally the intern requires supervisory input pertaining to feedback provided to consultees. Reports occasionally need edits to refine recommendations.

_____ **Needs On-Going Supervision (2):** Intern has difficulties relating to other professionals, as well as providing adequate feedback.

_____ **Needs Remedial Work (1):** Inability to implement consultation interventions that meet consultee goals.

2. Demonstrates ongoing and consistent integrity and honesty in his/her communication and behaviors with clients, colleagues, and multi-disciplinary teams.

_____ **Exceeds Expectations (4):** Establishes and maintains respectful relations with clients, colleagues, and staff. Works cooperatively in a team, developing positive alliances with supervisors, peers, and other professionals. Acknowledges his/her role in challenging relations.

_____ **Meets Expectations (3):** Works cooperatively with others and participates in team meetings. Requires supervision to resolve complex inter-professional relationships.

_____ **Needs On-Going Supervision (2):** Displays basic understanding of relationships. Needs assistance to effectively cope with interpersonal conflicts with others. Limited understanding of multiple roles within a team.

_____ **Needs Remedial Work (1):** Intern demonstrates hostility, lack of sensitivity, confrontational attitude, and other characteristics which impedes working effectively with other professionals within a multi-disciplinary team.

3. Demonstrates knowledge of consultation models and practices

_____ **Exceeds Expectations (4):** Independently identifies situations where consultation is appropriate. Effectively gathers pertinent information to answer the referral question. Reports are clear, along with concise recommendations. Verbal feedback is thorough, incorporating useful information included in the report.

_____ **Meets Expectations (3):** Regularly displays knowledge of own role within consultation. Information gathered is appropriate to answer the referral question. Report and recommendations need to be refined at times.

_____ **Needs On-Going Supervision (2):** Limited capability to shift functions/roles during situations requiring consultation. At times cannot identify consultation interventions that meet consultee goals. Verbal feedback does not clearly address referral question.

_____ **Needs Remedial Work (1):** Lacks knowledge of consultation models; inability to collect the information necessary to meet the referral needs.

VII Demonstrates competence in ethical and legal standards

1. Demonstrates knowledge of and adherence to current APA Ethical Principles of Psychologists and Code of Conduct.

_____ **Exceeds Expectations (4):** Consistently conducts self in a professional manner and resolves ethical conflicts independently. Spontaneously accepts responsibility in the work setting.

_____ **Meets Expectations (3):** Displays awareness of ethical principles and requires occasional supervisory input to resolve ethical issues.

_____ **Needs On-Going Supervision (2):** Overall understanding of ethical issues. Intern frequently seeks supervisory feedback to effectively deal with ethical issues.

_____ **Needs Remedial Work (1):** Lacks awareness and knowledge of ethical principles.

2. Demonstrates professional responsibility in areas of confidentiality, knowledge of relevant state and federal statutes, and duty to protect.

_____ **Exceeds Expectations (4):** Intern autonomously demonstrates knowledge of confidentiality, privacy, federal and state laws. Always utilizes this knowledge in his/her professional practice.

_____ **Meets Expectations (3):** Intern demonstrates awareness of these areas. Needs reassurance from the supervisor for prompt implementation in the therapeutic process.

_____ **Needs On-Going Supervision (2):** Occasional supervisory feedback to ensure confidentiality is properly addressed. Guidance provided to review key elements of legal statutes/laws.

_____ **Needs Remedial Work (1):** Lack of responsibility regarding communicating confidentiality and legal issues with the clients early in the therapeutic process.

3. Intern will integrate ethical and legal standards across all competencies.

_____ **Exceeds Expectations (4):** Spontaneously and reliably identifies ethical and legal issues, analyzes them appropriately and proactively addresses them. Applies ethical principles in written reports, trainings, other professional activities, and when performing all functional competencies.

_____ **Meets Expectations (3):** Demonstrates overall knowledge of ethical and legal standards. Benefits from supervision in the identification of potential conflicts in complex ethical and legal issues.

_____ **Needs On-Going Supervision (2):** Displays difficulties integrating ethical and legal standards. Limited self-reflection on when to seek consultation to resolve complex ethical and legal situations.

_____ **Needs Remedial Work (1):** Does not apply ethical standards across professional activities and unable to proactively deal with conflict.

VIII Demonstrates competence in professional values, attitudes, and behaviors.

1. Intern is open to supervisory feedback and seeks supervision and/or consultation to effectively deal with challenging professional situations

_____ **Exceeds Expectations (4):** Spontaneously seeks supervision and/or consultation when facing difficult cases. Consistently exhibits self-awareness regarding own limitations and adjusts his/her performance accordingly. Consistently open to supervisory feedback.

_____ **Meets Expectations (3):** Overall knowledge of own strengths and limitations; receptive to feedback and readily consults with others.

_____ **Needs On-Going Supervision (2):** Lack of critical thinking and limited curiosity to expand clinical skills. Positive responsiveness to supervision.

_____ **Needs Remedial Work (1):** Limited problem solving skills; displays defensiveness when supervisory feedback is provided. Cannot articulate organized thoughts.

2. Intern conducts himself/herself in a professional manner to maintain professional integrity and values.

_____ **Exceeds Expectations (4):** Continuously monitors and independently resolves challenging situations that could affect integrity and values by displaying professional and accountable behaviors.

_____ **Meets Expectations (3):** Overall conducts himself/herself in a professional demeanor, even in challenging situations. Responds positively to supervisory feedback and takes responsibility of own actions.

_____ **Needs On-Going Supervision (2):** Demonstrates behaviors that compromise professional integrity and values. Tends to externalize blame to others. Positive responsiveness to supervision.

_____ **Needs Remedial Work (1):** Lacks awareness of incongruity between own behaviors and professional values and integrity. Displays defensiveness when supervisory feedback is provided.

3. Intern demonstrates strong professional identity, advancing the welfare of others.

_____ **Exceeds Expectations (4):** Demonstration of knowledge, central to the field of psychology and continuous advancements in the field. Displays a genuine concern for the welfare of others through identification of advocacy efforts.

_____ **Meets Expectations (3):** Overall integration of science and practice. Displays respect for the beliefs and values of others.

_____ **Needs On-Going Supervision (2):** Does not display a strong professional identity and demonstrates limited concern for others.

_____ **Needs Remedial Work (1):** Lacks professional identity and disregards others' individual diversity.

IX Demonstrates competency in individual and cultural diversity

1. Ability to apply knowledge of self as cultural being in assessment, treatment, and consultation.

_____ **Exceeds Expectations (4):** Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation. Utilizes knowledge to improve professional effectiveness. Initiates supervision regularly to discuss diversity issues.

_____ **Meets Expectations (3):** Demonstrates knowledge of own cultural identity and overall implementation in assessment, treatment, and consultation. Benefits from supervision in critically evaluating feedback.

_____ **Needs On-Going Supervision (2):** Limited self-monitoring and implementation to improve effectiveness as a professional.

_____ **Needs Remedial Work (1):** Lacks self-knowledge as a cultural being, thus impacting professional effectiveness.

2. Ability to apply knowledge of others in assessment, treatment, and consultation.

_____ **Exceeds Expectations (4):** Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation. Utilizes knowledge to improve professional effectiveness. Initiates supervision regularly to discuss how diversity issues impact treatment.

_____ **Meets Expectations (3):** Demonstrates knowledge of others cultural identity and overall implementation in assessment, treatment, and consultation. Benefits from supervision in critically evaluating feedback.

_____ **Needs On-Going Supervision (2):** Limited knowledge of individuals' cultural diversity and how it impacts effectiveness as a professional.

_____ **Needs Remedial Work (1):** Lacks understanding of how culture impacts the behavior of others. Does not seek supervision to discuss diversity issues.

3. Monitors the interaction of self and others and how it is impacted by individual and cultural diversity.

_____ **Exceeds Expectations (4):** Independently implements knowledge of cultural and individual diversity in assessment, treatment, and consultation. Utilizes knowledge to improve professional effectiveness. Initiates supervision regularly to discuss diversity issues.

_____ **Meets Expectations (3):** Regularly utilizes knowledge of the role of culture in interactions to improve effectiveness as a professional. Initiates consultation when in doubt of diversity issues with others.

_____ **Needs On-Going Supervision (2):** Limited awareness and understanding of how cultural diversity factors affect interactions of self and diverse others. Displays difficulties in adapting own professional behaviors in a culturally sensitive manner to improve client outcomes.

_____ **Needs Remedial Work (1):** Lacks knowledge of self and others as a cultural beings, thus impacting professional effectiveness. Does not seek supervision to discuss diversity issues.

METHODS TO ACHIEVE OBJECTIVES

Interns complete a minimum of six comprehensive psychological evaluations of pre-school children, residential substance abuse adults, and other testing opportunities. These assessments must be based upon data collected from various sources, i.e., psycho-diagnostic interview, records review, behavioral observation, consultation with staff and parents, and test findings. Interns produce written reports with diagnostic impressions along with relevant recommendations. Additionally, they review test results with clients, parents/guardians, program staff, and other professionals. Interns demonstrate competencies in test selection for assessment of cognitive, emotional, academic, and personality adaptive factors of childhood as well as adulthood. Supervisors provide supervision on test selection, administration, scoring, interpretation, integration, and report writing. Additionally, children evaluations may also be reviewed by a psychologist from the Miami-Dade County Public Schools for technical compliance with their procedures.

Interns receive didactic instruction about assessment and diagnosis in Training Seminars (see APPENDIX 6). Interns provide direct intervention services that may include individual, group, family, adult, and couples therapy. The range of intervention services is designed to provide the interns with extensive breadth and depth of experiences. Interns are required to be familiar with relevant literature, techniques of rapport building, and strategies of behavioral and cognitive behavioral interventions. Interns are evaluated on their ability to demonstrate an organized conceptual understanding of the patient's problems and ability to apply such in treatment. Additionally, the interns must discriminate among various intervention strategies to facilitate treatment, identify therapeutic problems and work

toward their resolution, maintain appropriate therapeutic boundaries, and utilize a variety of intervention techniques. Interns are also expected to be aware of their influence on the treatment process, and to keep adequate and relevant progress notes. Empirically validated treatment approaches are reviewed in individual and group supervision as well as covered during clinical training at the beginning of internship during orientation. Additionally, other treatment approaches and issues (e.g., treatment planning) are the main subject of focus of the Training Seminars (see APPENDIX 6).

Our interns gain extensive experience in methods of conducting consultation. Indeed, because of the multi-disciplinary staffing of the various programs, interns may engage in daily consultative experiences with social workers, speech pathologists, teachers, occupational therapists, teacher aides, and practicum students in psychology. They also consult regularly with representatives from community agencies and other professionals involved in their clients' cases to provide direction and to obtain useful diagnostic information. The diversity of the clients and staff provides the interns with the opportunity to develop culturally sensitive awareness when dealing with consultative issues. Methods of consultation, the role of the consultant, and approaches to engaging resistant individuals are discussed at length during the intern's individual and group supervision.

Interns have various opportunities for exposure to program evaluation in our internship program. In each of the bi-monthly training seminars, interns are asked to evaluate the usefulness of the seminar via the Professional Development Evaluation Survey (see APPENDIX 10). These training seminar evaluations have helped shape the didactic experience for the internship program. Interns also evaluate the internship program as a whole twice annually with the Psychology Internship Evaluation Form (see APPENDIX 15), which has been instrumental to the Training Committee in making improvements for the internship program. Additionally, all of the interns participate in the interviews of prospective interns for the upcoming year and provide the applicants with their appraisal of the internship program in meeting their training needs.

Our interns have the opportunity to learn about the process and methods of supervision. The Department typically has practicum students from APA-accredited clinical or school psychology doctoral

programs, under the supervision of the licensed psychologist. The interns will be assigned one or two practicum students during the year to supervise. This experience is aligned with the program's mentor – practitioner-model where main supervisors mentor interns and interns mentor practicum students. Interns schedule weekly supervision with the assigned practicum and will document supervision in the "Weekly Documentation of Supervision" form. The intern is given a consultative, supervisory role with the practicum student and may be involved in co-therapy with the practicum student. Parenthetically, within our Mentor-Practitioner model of training, the practicum students look to the interns as mentors, and will often seek out input from the interns as role models for their own development. Interns are provided with the opportunity to explore this relationship in individual and group supervision. Furthermore, supervisors frequently invite interns to join them for supervision of practicum students, thus providing in vivo supervision of supervisions as well as role modeling. Interns actively participate and provide their feedback for the practicum students' evaluations. Interns are expected to become familiar with the empirical and scientific bases of assessment and treatment approaches. During supervision with the practicum students, interns provide assignments to read relevant research and applied clinical practice articles relevant to assessment and treatment interventions.

As part of research and scholarly inquiry, interns will be responsible for evaluating an intervention, program, or policy to demonstrate understanding of performance quality improvement practices. In the past, interns have used the Logic Model in order to review such programming; they will receive a didactic training on the model in order to fulfill this requirement. Additionally, the model's training can be found at the website: <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>. Interns will be asked to complete a programmatic assessment of a program, preferably a program assigned in one of their rotations, within the scope of the clinical internship training. Interns will complete a logic model flow chart and present their project to the program administrator, supervisor and program staff at the end of the year. The immediate supervisor will fill out the PROGRAM EVALUATION/PROFESSIONAL DEVELOPMENT FORM and provide the intern with feedback during individual supervision.

Furthermore, other opportunities where interns are actively involved in research scholarly inquiry throughout the internship year consist of presenting at one local conference, as well as prepare two departmental clinical trainings. Additionally, interns put together parent and staff psycho-educational presentations at different programs/rotations based on specific needs. When the call for submission becomes available, the interns will complete and submit the request to the supervisor for approval. Interns will coordinate not to duplicate topics; this will be discussed during peer/group supervision. Interns will invite practicum students to co-author presentations. Once the proposal is accepted, the intern will prepare the presentation. Prior to the conference/presentation, the interns will submit a draft of the PowerPoint for approval to the immediate supervisor. The supervisor will provide interns with feedback; interns will incorporate recommendations provided by the supervisor. The supervisor will discuss with the intern the evaluation of the written portion of the presentation. The day of the conference, the intern will be responsible to have copies of the presentation for the audience. At the workshop, both the supervisor and audience will evaluate the interns.

All interns are provided with a laptop, flash drive, and a PC as well as high speed internet access for resources. Supervisors, interns and practicum students have access to Drop Box. These are student's individual files, resources, samples, and other files with additional tools. Interns are also assigned a Miami-Dade County e-mail address. Interns have access to the supervisor's resource materials. When learning a new assessment or therapy skill or technique, interns are encouraged to collect research information to facilitate their interventions. Although interns are provided with a curriculum at the beginning of the year, the training supervisors as well as other supervisors e-mail the students with relevant literature throughout the entire year. In addition, the content of seminars and workshops typically consider empirical bases for the information being presented. Interns gain extensive experience in working with a broad range of clients from different racial, cultural, and ethnic minorities. Case assignments are made across a spectrum of client's individual differences in order to ensure diversity. Some of the training seminars (see APPENDIX 6) specifically address the importance of cultural background and individual diversity in our work as psychologists, and diversity issues are regularly

discussed in supervision as they relate to the intern's work. The staff of the various placement sites also represents a wide array of minority populations, providing interns with an opportunity for additional exposure in their consultative experiences. Efforts are made by the internship program to create an internship class of diversity, further enhancing the interns' appreciation for individual differences.



**PSYCHOLOGY INTERNSHIP TRAINING PROGRAM
VALUES AND PRINCIPLES**

- Professional and personal conduct of the psychology staff and interns are expected to reflect the APA Code of Ethics and the Office's Code of Behavior.
- Training of psychology interns for professional practice must be in a service providing setting.
- Responsibilities assigned to the intern should be graduated, non-exploitative, and varied across a wide range of psychological functions.
- Training experience should be of adequate length to assure competence in evaluation, intervention, and consultation.
- Clients with whom an intern works should represent a variety of ages, cultures, ethnicity, and functioning levels.
- Guiding policies and procedures of the training program should be public.
- Intern performance expectations should be clear and verifiable.
- Practice of psychology in the training site and the bases of training must rest upon the science of psychology.
- Training methodology should emphasize direct service contact across the areas of competency focus.
- Training environment must encourage learning and inquiry through professionalism and mutual respect.
- Training is enriched through multi-disciplinary interaction and co-participation.
- Training should have adequate oversight and self-correcting mechanisms including planning, implementation, and evaluation by multiple levels (supervisors, interns, external input).
- Training supervisors should be adequately credentialed for psychology practice and directly responsible for the cases supervised.
- Interns should have adequate opportunities to socialize and have peer interactions.
- Interns should be adequately prepared and be personally "ready" to assume the responsibilities associated with internship training.
- Resources should be adequate to support training.
- Diversity should be sought in staff and interns.
- Training supervisors should be readily available and accessible.
- Progress through training should be documented with sequential feedback.
- Interns should have ready access to avenues of redress over any concerns or grievances.
- Serious impairments in upholding these values and principles should result in examination and repair, or cessation of training endeavors.



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
PSYCHOLOGICAL SERVICES
PSYCHOLOGY INTERN SELF-ASSESSMENT FORM**

Intern: _____ Date _____

Supervisor(s): _____

This information is to be shared with the assigned supervisor to familiarize her/him with the intern's self-assessment of clinical strengths, areas in need of improvement and goals to be worked on during this year of training.

Competency Rating Scale

1—Poor

Limited skills/proficiency, needs additional training to be able to be able to implement independently

3—Average

Developing skill/still acquiring this proficiency, need additional experience to be able to teach the material to others

5—Excels

Vast knowledge, special strength, area of expertise, comfortable with implementation across different settings and able to teach or model this skill to others

1: Current competence in communication and inter-professional skills

Rate your ability to communicate and interact with other professionals in the system of health service psychology and application of this knowledge from other professionals through consultation.

1—Poor

3—Average

5—Excels

Additional comments:

2: Current competence in psychological assessment

Rate your level of proficiency in the administration, scoring, and interpretation of empirically-validated testing tools.

1—Poor

3—Average

5—Excels

List tests you believe you have an expertise in below:

- _____
- _____
- _____
- _____
- _____
- _____

Additional comments:

3: Current competence in empirically-validated therapeutic interventions

Rate your level of familiarity with empirically validated therapeutic models for diverse populations (i.e., children, adults, domestic violence, substance abuse, and families).

1—Poor

3—Average

5—Excels

Additional comments:

4: Current knowledge of current research

Rate your level of competency to be in the area of research—how familiar are you with the most updated research, the dissemination of research, and the critical review of research?

1—Poor

3—Average

5—Excels

Additional comments:

5: Competence in supervision

Rate your level of supervisory skills with psychology trainees.

1—Poor

3—Average

5—Excels

Additional comments:

6: Consultation and Interpersonal/interdisciplinary competence

Rate your efficacy in establishing and maintaining effective relationships and working within a multidisciplinary team, i.e., how well do you produce and comprehend oral and written communication that is well-integrated and informative?

1—Poor

3—Average

5—Excels

Additional comments:

7: Competence in ethical and legal standards

Rate your knowledge of APA's Ethical Principles, local/state/regional/federal laws, adherence to APA's Ethical Guidelines, recognition of ethical dilemmas, and ability to respond in an ethical manner at all times.

1—Poor

3—Average

5—Excels

Additional comments:

8: Individual and cultural diversity competence

Rate your ability to independently apply knowledge and work effectively with a diverse range of individuals.

1—Poor

3—Average

5—Excels

Additional comments:

9: Competence in professional values, attitudes, and behaviors.

Rate your level of professional identity, responsiveness to supervisory feedback, and level of self-reflection regarding professional activities.

1—Poor

3—Average

5—Excels

Additional comments:

Supervisor's Name (Print)

Supervisor's Signature

Date

Intern's Name (Print)

Intern's Signature

Date

Revised 07/2016

Policies and Procedures for Research Scholarly Inquiry Portfolio

Interns will present at one or two conferences. When the call for submission becomes available, the interns will complete and submit the request to the supervisor for approval. Interns will coordinate not to duplicate topics. This will be discussed during peer/group supervision. Interns will invite practicum students to co-author presentation. Interns will review examine current articles, book chapters, and other research materials to prepare the presentation. Once the proposal is accepted, the intern will prepare the presentation.

Prior to the conference, the interns will submit a draft of the PowerPoint for approval to the immediate supervisor. The supervisor will provide interns with feedback. Interns will need to incorporate recommendations provided by the supervisor. The supervisor will provide the interns with an evaluation of the written portion of the presentation. The day of the conference, the interns will need to have copies of the presentation for the audience. At the workshop, both the supervisor and audience will evaluate the interns. Afterwards, the intern is responsible for including a copy of the presentation, supervisor rating, and audience evaluations in the portfolio.

Program Evaluation Procedure

During the course of the year, interns will be responsible for evaluating an intervention, program, or policy to demonstrate understanding of performance quality improvement practices. In the past, interns have used the Logic Model in order to review such programming. A Webinar about the Logic Model can be accessed at: http://www.uwex.edu/ces/lmcourse/interface/coop_M1_Overview.htm

Helpful Worksheets can be found at:

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets.html>

Templates and Examples can be found at:

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

Interns will receive a didactic training on the Logic Model. Interns will then be asked to complete a programmatic assessment of a program of their choosing within the scope of clinical internship training. As part of this project, interns are expected to examine current research and disseminate the information as part of their program evaluation report. The intern's main supervisor will discuss and review the Program Evaluation Form with the intern after the presentation.

**Community Action and Human Services Department
Psychological Services Internship Program**

TRAINING SEMINARS AND ACTIVITIES SCHEDULE
FY 2016 – 2017

Date and Location	Title	Presenters	Abstract	Learning Objectives
8/15/16 9AM – 12PM Shannon Rolle Neighborhood Center 3750 S Dixie Hwy, Miami, FL 33133	Evidence-Based Models for Treating Adult Trauma	Daniella Lang	Students will gain a deeper understanding of the impact of trauma: biological, emotional, and relational consequences will be explored. Narrative theory, Feminist theory, and Existential theory will be discussed with focus on interventions and case examples. Additionally, students will further understand compassion fatigue and the importance of self-care when working with traumatized individuals.	<ul style="list-style-type: none"> • Enhance awareness of the impact of trauma • Increase awareness of trauma recovery model for treating those impacted by trauma • Enhance knowledge about Feminist theory and interventions associated with the Feminist Therapy model • Increase knowledge about Narrative Theory and interventions associated with the Narrative Therapy Model • Increase knowledge about Existential Theory and Interventions associated with Existential Therapy model • Increase knowledge of compassion fatigue and importance of self-care when working with traumatized individuals
8/15/16 1PM-4PM Shannon Rolle Center 3750 S Dixie Hwy, Miami, FL 33133	Entering the World of Play-Therapy (Child-Centered Therapy)	Jessenia Perez-Carrion	Play therapy is the key to communicating with children. Children communicate their thoughts and feelings through play. Understanding Child-Centered	<ul style="list-style-type: none"> • Overview of play therapy • Increase knowledge of what is child-centered therapy to include strategies and limitations • How to explain to parents what is play therapy

			Therapy is essential when helping children process their environment and develop healthy coping skills.	
8/16/16 9:00 – 10:30 AM CVAC 2400 S Dixie Hwy	The Batelle Developmental Inventory, Second Edition (BDI-2)	Alexandra Alfonso	The Batelle Developmental Inventory, Second Edition (BDI-2) is an early childhood instrument based on the concepts of developmental milestones. This workshop provides key information on the administration, scoring, and interpretations of the BDI-2.	<p>This session will help participants...</p> <ul style="list-style-type: none"> • Understand the various domains of child development • Understand how to administer and score the BDI-2 • Interpret evaluation results • Link recommendations to evaluation results
8/16/16 10:30 – 12:00 PM CVAC 2400 S Dixie Hwy	Leiter R	Alexandra Alfonso	The Leiter-R is a nonverbal intelligence test that can be used to identify children with cognitive disabilities, to monitor small increments of improvements in cognitive abilities, and to develop intervention strategies that address the identified disabilities. This workshop provides key information on the administration, scoring, and interpretations of the Leiter-R.	<p>This session will help participants...</p> <ol style="list-style-type: none"> 1) Determine when the Leiter-R is an appropriate choice for student's evaluation 2) Gain proficiency in administering and scoring the Leiter-R 3) Interpret evaluation results 4) Communicate findings clearly and sensitively

<p>8/16/16</p> <p>1:00-4:00 PM</p> <p>2400 S Dixie Hwy</p>	Mindfulness	Alexandra Alfonso	<p>In the past decade, mindfulness-based interventions have received a great deal of attention from clinicians and researchers. Much of the research is consistent with psychotherapeutic outcomes for a wide range of presenting clinical issues. This presentation will provide an overview of mindfulness, its benefits as well as its utility with a variety of clinical populations. Training on specific mindfulness techniques will also be provided</p>	<p>This session will help participants...</p> <ol style="list-style-type: none"> 1) Understand core components of mindfulness 2) Increase awareness of evidence-based mindfulness interventions 3) Gain proficiency in mindfulness techniques 4) Understand how mindfulness techniques can be utilized with different clinical populations
<p>8/17/16</p> <p>9:00 – 12:00 PM</p> <p>Shannon Rolle Neighborhood Center 3750 S Dixie Hwy, Miami, FL 33133</p>	Acceptance and Commitment Therapy	Katelyn Leidy	<p>This presentation will focus on Acceptance and Commitment Therapy (ACT) and its application in a variety of clinical settings. Attendees will learn the following information—the history and origin of ACT; what populations ACT focuses on (e.g., mood disorders, chronic pain, etc.); the application of ACT interventions such through experiential</p>	<ul style="list-style-type: none"> - Learn about Acceptance and Commitment Therapy (ACT) and how it is used in clinical application - Engage in experiential exercises from the ACT therapeutic framework to learn how to apply these in therapy - Understand how ACT works with different diagnoses such as mood disorders, substance use disorders, and chronic pain

			learning throughout this session; and how SFT can assist substance abuse clients in treatment. Attendees are asked to be open and engage in a variety of in vivo exercises to better understand how ACT benefits clients on a direct level.	
<p>8/17/16 1:00 – 4:00 PM</p> <p>Shannon Rolle Neighborhood Center 3750 S Dixie Hwy, Miami, FL 33133</p>	<p>Older Adults: Cognitive Stimulation and Assessment</p>	<p>Ashley Wasserman</p>	<p>This presentation will discuss the older adult population, provide information on Adult Day Care, and review the use of cognitive stimulation within this population. Additionally, a training on assessment measures used in the Elderly and Disability Services Division is given and includes the Mini-Cog, MMSE-2, RBANS, BSI, and several mood self-report measures</p>	<ul style="list-style-type: none"> • Describe Older Adult Population • Describe Adult Day Care (ADC) • Explain utility of cognitive stimulation • - Research • - Group Therapy • Describe testing measures used in ADC: • - Mini-cog • - MMSE-2 • - RBANS • - BSI • - Mood self-report measures
<p>8/18/16 9:00– 12:00 PM</p> <p>Shannon Rolle Neighborhood Center 3750 S Dixie Hwy, Miami, FL 33133</p>	<p>Childhood Trauma & Intervention</p>	<p>Daniella Lang</p>	<p>This presentation will discuss the impact of childhood trauma. Conceptualization and case examples will be explored. Additionally, participants will enhance their ability to utilize TF-CBT and</p>	<ul style="list-style-type: none"> • Increase knowledge of complex trauma and the seven domains associated with it • Enhance awareness about ongoing trauma and adverse childhood experiences • Gain a better understanding of the impact of trauma on the body • Increase knowledge about the treatment of

			Preschool PTSD interventions.	<p>children who have experienced trauma</p> <ul style="list-style-type: none"> • Enhance awareness of trauma focused cognitive behavioral therapy • Increase knowledge about Preschool Post Traumatic Stress Disorder Treatment
<p>8/18/16 1:00 – 4:00 PM</p> <p>Shannon Rolle Neighborhood Center 3750 S Dixie Hwy, Miami, FL 33133</p>	Evidence-based Models when working with children	Jessenia Perez-Carrion	<p>Children between the ages of 3 and 17 are experiencing various mental health disorders. It is essential to treat challenging problems during the critical period of a child's development. This presentation will address evidenced-based models used when working with children with behavioral difficulties.</p>	<ul style="list-style-type: none"> • Review how to implement each session of the Parent-Child Interaction Therapy (PCIT) • Brief history and research on PCIT • Overview of the Defiant Children: Third Edition A Clinician's Manual
<p>8/19/16 9:00 – 12:00 PM</p> <p>Shannon Rolle Neighborhood Center 3750 S Dixie Hwy, Miami, FL 33133</p>	Schema Focused Therapy	Katelyn Leidy	<p>This presentation will focus on Schema-Focused Therapy (SFT) and its application in a variety of clinical settings. Attendees will learn the following information—the history and origin of SFT; what populations SFT focuses on (e.g., Borderline Personality Disorder and hard-to-treat mood disorders); the application of schemas, modes, and coping styles in therapeutic</p>	<ul style="list-style-type: none"> - Define Schema-Focused Therapy and how it differs from other treatments - Learn about schemas, modes, and coping styles and how these impact interpersonal functioning - Understand how SFT differs from other cognitive therapies - Be able to integrate basic STF-based interventions into therapeutic settings

			settings; and how SFT works with substance abuse clients. Attendees will engage in a variety of in vivo exercises to better understand how SFT benefits clients on a direct level.	
8/19/16 1:00 – 4:00 PM Shannon Rolle Neighborhood Center 3750 S Dixie Hwy, Miami, FL 33133	Person Centered Care and Reminiscence Therapy: Models and Techniques for Older Adults	Ashley Wasserman	This presentation will discuss the foundations of person centered care, trends in moving out of the medical model and into the person centered care model, and how this model is being used in the community. Additionally, this presentation will increase knowledge about the utility of reminiscence therapy, creative engagement, and the benefits these approaches have on older adults.	<ul style="list-style-type: none"> • Provide history about Person Centered Care • Discuss Trends Moving Toward Person Centered Care • Review What Person Centered Care is in the Community and in MDC • Increase Knowledge on Reminiscence Therapy • Discuss Creative Engagement • Review Impact Person Centered Care and Reminiscence Therapy has on clients.
8/22/16 8:30 – 9:30 AM OTV 701 NW 1 st Ct 9 th Floor Conference Room	Welcome Departmental Orientation	Dr. Ana Faraci	This brief orientation session will welcome new interns, introduce them to the program, and discuss the schedule for the orientation week	Participants will gain a better understanding of the rotations offered through CAHSD and become acquainted with staff and procedures.

<p>8/22/16</p> <p>9:30-11:00 AM</p> <p>OTV</p> <p>701 NW 1st CT</p>	<ul style="list-style-type: none"> • Tour: Scoring computer, files, materials, mileage office, HR office, IT office • Case transfers • Laptops • Flash drives • Intern duties- note taking, Monthly Client & Data Log, training schedule, inventory 	<p>Daniella Lang</p> <p>Katelyn Leidy</p> <p>Ashley Wasserman</p> <p>Jessenia Perez-Carrion</p>	<p>Former interns will provide an overall overview of the internship program from the intern's perspective. In particular, the following will be covered: direct service, transfer of cases, center teams, assignments of Head Start centers, supervision of practicum students, resources/articles , toys/games, testing inventories</p> <p>Interns will also be provided with contact information for the centers' and Head Start staff.</p>	<ul style="list-style-type: none"> • Interns will be able to discuss the case transfers and to inquire pertinent clinical issues related to these cases. Interns will understand all training expectations and know how to document their compliance with program requirements/expectations. • Interns will understand the Head Start administrative structure. • Interns will know how to access resources available to them during the training year. • Interns will identify centers' staff.
<p>8/22/16</p> <p>11:00-12:00 PM</p> <p>OTV</p> <p>701 NW 1st CT</p> <p>9th Floor</p>	<ul style="list-style-type: none"> • Questions & Answers • General overview • Provide answers to any questions 	<p>Daniella Lang</p> <p>Katelyn Leidy</p> <p>Ashley Wasserman</p> <p>Jessenia Perez-Carrion</p>	<p>Former interns will provide an overall overview of the internship program from the intern's perspective. In particular, the following will be covered: direct service, transfer of cases, center teams, assignments of Head Start centers, supervision of practicum students, resources/articles , toys/games, testing inventories</p> <p>Interns will also be provided with</p>	<ul style="list-style-type: none"> • Interns will be able to discuss the case transfers and to inquire pertinent clinical issues related to these cases. Interns will understand all training expectations and know how to document their compliance with program requirements/expectations. • Interns will understand the Head Start administrative structure. • Interns will know how to access resources available to them during the training year. • Interns will identify centers' staff.

			contact information for the centers' and Head Start staff.	
8/22/16 1:30-2:30 PM CVAC 2400 South Dixie Highway	<ul style="list-style-type: none"> • Site Tour Domestic Violence Rotation • Policies & Procedures Forms 	Daniella Lang	Former intern will provide a tour and overview of the selected site, including discussion of policies and procedures, forms/documents , activities taking place at the site, and contact personnel on-site.	Participants will familiarize themselves with CVAC
8/22/16 3:00-5:00pm New Direction (ORS) 3140 NW 76 th St	<ul style="list-style-type: none"> • Site Tour Substance Abuse Rotation • Policies & Procedures • Forms • Dropbox information • Monthly Client & Data Log collection procedures & instructions 	Katelyn Leidy Ashley Wasserman	Former intern will provide a tour and overview of the selected site, including discussion of policies and procedures, forms/documents , activities taking place at the site, and contact personnel on-site.	Participants will familiarize themselves with New Directions
8/23/16 8:00-9:00AM Edison Neighborhood Center 150 NW 79 th ST	<ul style="list-style-type: none"> • Site Tour: Elderly Rotation • Policies & Procedures • Forms 	Ashley Wasserman	Former intern will provide a tour and overview of the selected site, including discussion of policies and procedures, forms/documents , activities taking place at the site, and contact personnel on-site.	Participants will become acquainted with Edison Neighborhood Center

8/23/16 9:30-10:30 AM Kidco Head Start Centers 7 187 NE 55 th St Miami, FL 33137	<ul style="list-style-type: none"> • Site Tour Head Start Rotation • Policies & Procedures • Forms 	Diane Breslow Ashley Wasserman	Former intern will provide a tour and overview of the selected site, including discussion of policies and procedures, forms/documents, activities taking place at the site, and contact personnel on-site.	Participants will become oriented to a Head Start Center
8/23/16 11:00-12:00 PM North Dade Adult Day Care 60 NE 166 St	<ul style="list-style-type: none"> • Site Tour Elderly Rotation • Policies & Procedures • Forms 	Ashley Wasserman Jessenia Perez-Carrion	Former intern will provide a tour and overview of the selected site, including discussion of policies and procedures, forms/documents, activities taking place at the site, and contact personnel on-site.	Participants will become acquainted with North Dade Day Care Center
8/23/16 1:30-5:00 PM Centro Mater West Head Start Center 8298 NW 103 St Hialeah Gardens Centro Mater West: Walker Park Head Start Center 800 W 29 th St	<ul style="list-style-type: none"> • Site Tour Head Start • Policies & Procedures • Forms 	Jessenia Perez-Carrion Daniella Lang Manuel Pozzoli	Former intern will provide a tour and overview of the selected site, including discussion of policies and procedures, forms/documents, activities taking place at the site, and contact personnel on-site.	Participants will become oriented to a Head Start Center
8/24/16 8:00-9:00 AM OTV 701 NW 1 st CT 9 th Floor Conference Room	<ul style="list-style-type: none"> • IT Webinar Completion 	Webinar	Interns will be oriented to Miami-Dade County IT procedures	Interns will familiarize themselves with County policies for IT
8/24/16 9:00-12:00 PM OTV	Internship Orientation <ul style="list-style-type: none"> • Review of handbook 	Dr. Ana M. Faraci	The CAHSD Internship Orientation will provide an	<ul style="list-style-type: none"> • Interns will be able to discuss the internship's program's training model and goals and objectives,

701 NW 1 st CT 9 th Floor Conference Room	<ul style="list-style-type: none"> • Internship structure • Policies and procedures • Supervision (group, individual, peer) • Supervision of practicum students • Schedule & Leave time • Intern duty assignments • Due Process 		overview of the internship program's training model, goals and objectives, training activities and supervision requirements, and details about all relevant policies and procedures. In particular, the following will be covered: attendance and performance expectations (including a review of the Intern performance evaluations); direct service, report writing, supervision of practicum students; grievance and due process procedures, Interns will also be provided with contact information for the Internship DOT and other core supervisors,, IT, mileage submission, relevant CAHSD employment policies and procedures (e.g., leave, benefits, etc.), internship paper work requirements, including: Monthly Supervision, Intern Quarterly Brief Evaluations,	and articulate a plan to meet these by the end of the training year. <ul style="list-style-type: none"> • Interns will understand all training expectations and know how to document their compliance with program requirements/expectations. • Interns will understand the steps to take should they have a complaint against the program and/or require performance improvement planning. • Interns will know how to access resources available to them during the training year.
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			Intern Comprehensive Evaluations, In addition, this session will cover professional comportment and “socialization to the profession,” including discussion about the trainee – employee duality of the internship year. Interns will also be provided with departmental executive staff as well as overall Miami-Dade County government structure.	
8/24/16 12:00-3:00 PM OTV 701 NW 1 st CT 9 th Floor Conference Room	Human Resources	Randy Hudgins	Interns will be oriented to personnel, policies and procedures, and other information relevant to Human Resources	Interns will gain a better understanding of personal policies and procedures and other information relevant to Human Resources
8/24/16 3:00-4:00 PM OTV	Mileage	Maurice McIntyre	Interns will be oriented to personnel, policies and procedures, and other information relevant to mileage reimbursement	Interns will familiarize themselves with the process of getting reimbursement for parking/mileage
8/24/16 4:00-5:00 PM	Curriculum review and readings	Interns	Review policies and procedures and curriculum for newly assigned rotations. Familiarize with required documentation and forms.	Participants will be gain a better understanding of their assigned rotations and requirements.

<p>8/25/16</p> <p>8:30-12:00 PM</p> <p>OTV</p>	Orientation	Dr. Ana Faraci	<p>The CAHSD Internship Orientation will provide an overview of the internship program's training model, goals and objectives, training activities and supervision requirements, and details about all relevant policies and procedures. In particular, the following will be covered: attendance and performance expectations (including a review of the Intern performance evaluations); direct service, report writing, supervision of practicum students; grievance and due process procedures, Interns will also be provided with contact information for the Internship DOT and other core supervisors,, IT, mileage submission, relevant CAHSD employment policies and procedures (e.g., leave, benefits, etc.), internship paper work requirements, including:</p>	<ul style="list-style-type: none"> • Interns will be able to discuss the internship's program's training model and goals and objectives, and articulate a plan to meet these by the end of the training year. • Interns will understand all training expectations and know how to document their compliance with program requirements/expectations. • Interns will understand the steps to take should they have a complaint against the program and/or require performance improvement planning. • Interns will know how to access resources available to them during the training year.
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			Monthly Supervision, Intern Quarterly Brief Evaluations, Intern Comprehensive Evaluations, In addition, this session will cover professional comportment and “socialization to the profession,” including discussion about the trainee – employee duality of the internship year. Interns will also be provided with departmental executive staff as well as overall Miami-Dade County government structure.	
8/25/16 1:30-3:00PM OTV	IT	Josephine Casillas	This orientation will provide an orientation to IT	Interns will become familiar with IT and security policies
8/25/16 3:00-5:00 PM OTV 9 th Floor cubicles	HIPAA and Security Awareness Training Webinar: Complete by September 9th	ONLINE: miamidade.inspiredlms.com	These trainings are geared toward understanding HIPAA regulations and security awareness while employed by Miami Dade County.	<ul style="list-style-type: none"> • HIPAA HITECH Privacy for Business Associates • HIPAA HITECH Security Awareness • Payment Card Industry Data Security Recognizing Identity Theft Red Flags

	<p>Baker Act</p> <p>Webinar: Complete by October 14th</p>	<p>Online: http://www.myflfamilies.com/service-programs/mental-health/baker-act-training</p> <p>Florida Department of Children and Families</p>	<p>The Florida Mental Health Act, referred to as the Baker Act, is the Bill of Rights for mental health patients. It similarly provides guidelines for mental health practitioners regarding involuntary hospitalization. This presentation will review the requirements for involuntary hospitalization under the Baker act, how to assess the need for involuntary hospitalization, treatment alternatives within a less restrictive environment, and related Florida Statutes that may be more appropriate for the needs of the patient.</p>	<ul style="list-style-type: none"> • Describe the Florida Mental Health Act FS 394 • List the requirements of involuntary psychiatric hospitalization or commitment under the Baker Act • Determine the level of risk using lethality assessments when evaluating suicide plans, intent, and ability to carry out the plan(s) • Describe alternatives to involuntary hospitalization • Discuss related Florida laws
	<p>TF-CBT</p> <p>Webinar: Complete by November 11th</p>	<p>Online Training : companion website for the TF-CBT workbook for children</p> <p>http://tfcbt.musc.edu</p>	<p>To assist students with expanding their knowledge of evidence based practices when treating clients who have experienced trauma.</p>	<p>Students will understand the theory and history behind TF-CBT. Students will also learn strategies to effectively implement this treatment modality</p>

<p>8/26/16 8:00-11:00 AM</p> <p>New Direction 3140 NW 76 ST</p>	<p>Orientation & Tour at New Direction</p>	<p>Dr. Argelio Cabrera, Psy.D.</p>	<p>This presentation will allow for interns to be familiar with all realms of the clinical experience at New Direction. The different expectations on the female and male sides, "Seeking Safety" group therapy, and other pertinent topics presented at group therapy, NA and AA daily meetings, individual therapy procedures and family nights will be discussed. Also, interns will be informed on their responsibilities to mentor practicum students as well as formats of supervision with their supervisor.</p>	<p>After the presentation participants should:</p> <ul style="list-style-type: none"> • Feel accustomed to the overall milieu at New Directions • Know what to expect on a daily basis at this site • Be familiar with "Seeking Safety" and its vitality to the program • Understand major coping mechanisms and relapse prevention techniques that the clients utilize <p>Understand protocols for accruing a client list for individual therapy sessions.</p>
<p>8/26/16 11:00-12:00 PM</p> <p>Central Intake 3140 NW 76 ST</p>	<p>Orientation & Tour at Task</p>	<p>Ulysses Arteaga, MSW</p>	<p>Interns will be familiarized with Central Intake and the Task program.</p>	<ul style="list-style-type: none"> • Intern will become familiar with the procedures of Central Intake and Task program
<p>8/26/16 1:30-3:00 PM</p> <p>New Direction 3140 NW 76 ST</p>	<p>Prolonged Exposure Therapy</p>	<p>Riwa Kassar</p>	<p>Prolonged Exposure Therapy is an evidenced based exposure therapy for the treatment of individuals who suffer from post-traumatic stress disorder (PTSD). The goal of the training will be twofold: 1) to cover the definition of</p>	<p>The goals of the training will be:</p> <ul style="list-style-type: none"> • To cover the definition of PTSD, diagnostic criteria, and some psychometrically sound measures that can be used for its assessment • To cover the treatment protocol at a high level

			PTSD, diagnostic criteria, and some psychometrically sound measures that can be used for its assessment 2) cover the treatment protocol at a high level. We will also learn about some raised concerns and controversy surrounding PET. This training will not be sufficient to enable trainees to use prolonged exposure therapy without supervision by a trained supervisor who is experienced treating clients using this therapy.	
8/26/16 3:00-4:30 PM New Direction 3150 NW 76 ST	Motivational Interviewing	Riwa Kassar	Motivational Interviewing (MI) was initially developed from experience working with problem drinkers. This approach has evolved to a well-articulated therapeutic approach with defined fundamental concepts that capture its essence, and specific clinical procedures. Motivational Interviewing is a collaborative, goal oriented, style of	This training will assist students to understand and internalize the essence and spirit of motivational interviewing. It will also cover some of its essential and basic techniques

			communication that evokes the person's own reasons for change related to a specific goal. This training will focus on helping clinicians understand and internalize the essence and spirit of MI and cover some its essential and basic techniques.	
8/29/16 8:30-10:30 AM Centro Mater East	Head Start Orientation	Manuel Pozzoli	The orientation will provide an overview of the Head Start program throughout Miami Dade county. The types of mental health services provided will be discussed and the program categories will be identified and explored. Various components of the Head Start services will be explored; including the steps that are necessary to obtain appropriate services for each child.	Participants will increase their knowledge about Head Start mental health procedures. •Specific documentation needed for mental health referrals. •Description of the mental health consultant role. •Identification of community resources • DECA and the development of treatment plans. • Utilizing the CSEFEL and the Pyramid models.
8/29/16 St. Albans 11:00-12:30 PM 3465 Brooker St, Miami, FL 33133	Head Start Orientation	Sabrina Lewis	The orientation will provide an overview of the Head Start program throughout Miami Dade county. The types of mental health services provided will be	Participants will increase their knowledge about Head Start mental health procedures. •Specific documentation needed for mental health referrals. •Description of the mental health consultant role. •.Identification of community resources

			discussed and the program categories will be identified and explored. Various components of the Head Start services will be explored; including the steps that are necessary to obtain appropriate services for each child.	<ul style="list-style-type: none"> • DECA and the development of treatment plans. • Utilizing the CSEFEL and the Pyramid models.
8/29/16 2:00-5:00pm	Accion Neighborhood Center	Olga Torrens	Overview of the Departmental Neighborhood Centers. Service delivery plans will be shared, including specific services, catchment area, partnerships, and staff.	Participants will become familiar with the services, partners, resources, etc.
8/30/16 9:00-11:00 AM OTV 701 NW 1 st CT 11 th Floor Conference Room	Orientation Elderly Program	Dr. Tiffany Amrich	An overview of the Elderly rotation will be provided; including discussion of policies and procedures, forms/documents , activities taking place at the site and contact personnel on-site	<ul style="list-style-type: none"> • Participants will become acquainted with Edison Neighborhood Center
10:30-12:00 PM	Edison Tour	Linda Taylor	Overview of the Departmental Neighborhood Centers. Service delivery plans will be shared, including specific services, catchment area, partnerships, and staff.	<ul style="list-style-type: none"> • Participants will become familiar with the services, partners, resources, etc.
*8/30/16 2:30-4:30 PM	*Didactic Training: Evidence Based Treatment Model	Dr. Tiffany Amrich	Miami-Dade County's Adult Day Care Centers	<ul style="list-style-type: none"> • Interns will be able to identify important elements of Person-Centered Care as

<p>Edison Neighborhood Center</p> <p>150 NW 79th St. Miami, FL 33150</p>	<p>for Elderly, Person-Centered Care in Practice*</p>		<p>have recently implemented a Person-Centered Care in Practice approach developed by Beth Meyer-Arnold, RN, MS and Lyn Geboy, Ph.D. The goal of the model is to increase engagement from participants and increase positive interactions with caregivers to enhance participants' overall well being. Interns will learn about different types of engagement; communication that can be depersonalizing and hence impact interactions negatively; design principles for elder and dementia care; and activities that can enhance interaction in an adult day care center, assisted living facility and/or nursing home.</p>	<p>it relates to practice in an elder care facility</p> <ul style="list-style-type: none"> • Interns will learn different types of engagement • Interns will be able to identify design principles that are more conducive to facilitating engagement from participants.
<p>8/31/16 9:00-10:00 AM</p> <p>Haitian Youth 14500 NE 6th Ave North Miami, FL 33161</p>	<p>Orientation-Head Start</p>	<p>Ms. Haisty Ms. Aida</p>	<p>The orientation will provide an overview of the Head Start program throughout Miami Dade county. The types of mental health services</p>	<p>Participants will increase their knowledge about Head Start mental health procedures.</p> <ul style="list-style-type: none"> • Specific documentation needed for mental health referrals. • Description of the mental health consultant role. • Identification of community

			provided will be discussed and the program categories will be identified and explored. Various components of the Head Start services will be explored; including the steps that are necessary to obtain appropriate services for each child.	resources <ul style="list-style-type: none"> • DECA and the development of treatment plans. • Utilizing the CSEFEL and the Pyramid models.
8/31/16 11:00-12:30 PM Easter Seals 1475 NW 14th Ave Miami, FL 33125	Orientation Head Start	Jean Verbose	The orientation will provide an overview of the Head Start program throughout Miami Dade county. The types of mental health services provided will be discussed and the program categories will be identified and explored. Various components of the Head Start services will be explored; including the steps that are necessary to obtain appropriate services for each child.	Participants will increase their knowledge about Head Start mental health procedures. <ul style="list-style-type: none"> • Specific documentation needed for mental health referrals. • Description of the mental health consultant role. • Identification of community resources • DECA and the development of treatment plans. • Utilizing the CSEFEL and the Pyramid models.
8/31/16 2:30-5:00PM Greater Miami Service Corps 810 NW 28 St	Orientation- GMSC	Lillian Allamo	This training will provide interns with an overview of the services provided by the Greater Miami Service Corps; including its mission, vision and core values. Intern will be	<ul style="list-style-type: none"> • Intern will become familiar with the various service components of the Corps. • Exposure to the daily schedule of a Corps member will be explored and discussed.

			exposed to the various components of the program; including a tour of the facility.	
9/1/16 9:00-10:30 AM CVAC 2400 South Dixie Highway	Orientation & Tour at CVAC	Ivon Mesa Ana Lorenzo	The Orientation will provide an overview of the internship program partner site-CVAC, goals and objectives, training activities and supervision requirements, and details about all relevant policies and procedures. In particular, the following will be covered: client's intake process, treatment modality, issues of confidentiality, establishment of a treatment plan, therapeutic sessions, client's attendance and performance expectations (including a review of their treatment progress); direct service, report writing, supervision of practicum students	Participants will be able to: <ul style="list-style-type: none"> Describe the mission of CVAC and how it fits into the array of county services provided. Explain the psychological impact of domestic violence and how to apply trauma theory mental health intervention. Discuss strategies to assist victims; including addressing functional needs and incorporating cultural awareness. Describe the legal and ethical implications of domestic violence work, including HIPAA regulations, confidentiality, and professional ethics
9/1/16 10:30-12:30 PM CVAC 2400 South Dixie Highway	Step Manual and TF- CBT Overview	Claudia Salinas	This orientation will provide an overview of the STEP group manual as well as TF-CBT	Participants will gain knowledge surrounding STEP group manual and TF-CBT. They will be better able to conduct these intervention
9/1/16	Orientation &	Cassandra	This orientation	Participants will be able to:

2:00-5:00PM Confidential Address	Tour- Safespace North	Armstrong	will provide an overview of internship program within Safe Space North site, which will include site specific goals and objectives, the role of the intern and policies and procedures within Safe Space. Interns will tour the facility to gain awareness of direct services and needs within Safe Space.	<ul style="list-style-type: none"> Describe the mission of SafeSpace and how it fits into the array of county services provided. Know what to expect on a daily basis at site Understand protocols for client participation in therapy
9/2/16 9:00-12:00PM JRE Lee School 6521 62 nd Ave Miami, FL 33143	MDCPS Orientation	Ana Hernandez		
9/2/16 2:00-5:00PM	Meeting with Training Committee Provide feedback and discuss rotations	Training committee	Provide feedback and discuss/assign rotations	Participants will be able to gain a better understanding of their assigned rotations
9/9/16 (Friday) 1:00pm – 5:00pm Watch Training Videos New Direction Residential Treatment Center	Seeking Safety: An Evidence-Based Model for PTSD and Substance Abuse	Lisa M. Najavits	Provides clinicians with an empirically based and well-developed treatment program that enables them to intervene in comorbid SUD and PTSD in an integrated way.	<ul style="list-style-type: none"> -Learn how to conduct Seeking Safety groups -Understand the theories and evidence supporting Seeking Safety -Learn about the relationship between PTSD, trauma and substance abuse
9/13/16 9:00-6:00pm Safespace North Shelter	Florida Coalition Against Domestic Violence (FCADV) Core Competency Training	Caren McDaniel, Sonie Beliard, Marcia Leclere, Mary Veloz	This Core Competency Training will prepare participants for working with the	Welcome and Introductions (Caren McDaniel) Unit I: Foundations of the Work Section 1: Herstory of the

			<p>domestic violence population. This training will provide history, treatment options, intervention challenges, and shelter protocols for working with this population.</p> <p>Participants will gain information regarding the history, trends, intervention methods, and treatment challenges pertinent to providing services for domestic violence survivors.</p>	<p>Movement (Sonie Beliard)</p> <p>Section 2: Anti-oppression (Marcia Leclere)</p> <p>Section 3: Empowerment-Based Advocacy (Marcia Leclere)</p> <p>Unit II: Dynamics of Battering</p> <p>Section 1: Dynamics of Domestic Violence (Mary Veloz)</p> <p>Section 2: Factors that Support Battering (Marcia Leclere)</p> <p>Section 3: Sexual Violence (Caren McDaniel)</p>
<p>9/14/16 9:00-6:00pm</p> <p>Safespace North Shelter</p>	<p>Florida Coalition Against Domestic Violence (FCADV) Core Competency Training</p>	<p>Caren McDaniel, Sonie Beliard, Marcia Leclere, Mary Veloz</p>	<p>This Core Competency Training will prepare participants for working with the domestic violence population. This training will provide history, treatment options, intervention challenges, and shelter protocols for working with this population.</p> <p>Participants will gain information regarding the history, trends, intervention methods, and treatment challenges pertinent to</p>	<p>Unit III: Communication</p> <p>Section 1: Confidentiality, Privilege and Ethics (Caren McDaniel)</p> <p>Section 2: Supportive Communication (Sonie Beliard)</p> <p>Section 3: Service Management (Sonie Beliard)</p> <p>Section 4: Conflict Resolution & De-escalation (Mary Veloz)</p> <p>Section 5: Cultural Awareness (Marcia Leclere)</p>

			providing services for domestic violence survivors.	
9/15/16 9:00-6:00pm Safespace North Shelter	Florida Coalition Against Domestic Violence (FCADV) Core Competency Training	Caren McDaniel, Sonie Beliard, Marcia Leclere, Mary Veloz	<p>This Core Competency Training will prepare participants for working with the domestic violence population. This training will provide history, treatment options, intervention challenges, and shelter protocols for working with this population.</p> <p>Participants will gain information regarding the history, trends, intervention methods, and treatment challenges pertinent to providing services for domestic violence survivors.</p>	<p>Unit IV: Accessing Safety Session 1: Safety Planning (Mary Veloz) Session 2: Risks Assessments (Sonie Beliard) Session 3: Crisis</p> <p>Unit V: Complexities & Realities of Advocacy Session 1: Battered Women Living with Chemical Dependency (Caren McDaniel) Session 2: Battered Women Living with Mental Health Complexities (Sonie Beliard) Session 3: Human Trafficking (Mary Veloz)</p>
9/16/16 9:00am – 12:00pm Maltz Building, room 2055, Nova Southeastern University	After the Loss: Supporting Children and Families Following a Death	Peter Willig, LMFT, FT	Learn how to best help children and families who have experienced a death of someone close to them.	<ol style="list-style-type: none"> 1) Provide resources for working with grieving families 2) Understand how to address and support families who are grieving 3) Understand how our society views and handles death
*9/20/16 Webinar	*"We Can Do Better Together" Encouraging Health, Housing, Transportation and Social Service	Webinar training provided by the National Council on Aging (NCOA)	Representatives from different disciplines and initiatives share collaboration that is occurring to	<ul style="list-style-type: none"> • Identify several benefits to older adults in their participation in such programs • Identify at least two

	Partnerships: Successful Strategies to Expand Chronic Disease Self- Management Education Programs*	Presenters: Anand Parelch, M.D., Senior Advisor, Bipartisan Policy Center Kristie Kulinski, MSW, Aging Services Program Specialist, Administration for Community Living Molly Dugan, MPA, Director, Support and Services at Home, Amy Perez, BA, Statewide Support Coordinator, Support and Services at Home, Marty Lynch, Ph.D., CEO, Lifelong Medical Care, Brenda Goldstein, MPH, Psychosocial Services Director, Lifelong Medical Care, Lori Simon- Rusinowitz, MPH, Ph.D, Associate Professor, University of Maryland	address chronic disease self- management.	different types of chronic disease self-management programs
9/21/16 2:00pm-3:30pm Online Webinar:	Office of Head Start: Head Start Program Performance Standards Talk	Office of Head Start grantees' management and staff members	Join the Office of Head Start (OHS) and participate in this conversation for grantees' management and	Join us this month to discuss: How the OHS approach to the

<p>To view the webcast-</p> <p>https://goto.webcasts.com/starthere.jsp?ei=1116958</p>			<p>staff members about the newly released Head Start Program Performance Standards (HSPPS). This webcast is part of a grantee series and will continue every third Wednesday of each month from 2–3:30 p.m. ET.</p>	<p>HSPPS has changed</p> <p>How OHS will support the exploration and implementation of the new HSPPS</p> <p>Questions we’ve received from the community</p>
<p>9/22/16 9:00-3:00pm</p> <p>Safespace North Shelter</p>	<p>Florida Coalition Against Domestic Violence (FCADV) Core Competency Training</p>	<p>Caren McDaniel, Sonie Beliard, Marcia Leclere, Mary Veloz</p>	<p>This Core Competency Training will prepare participants for working with the domestic violence population. This training will provide history, treatment options, intervention challenges, and shelter protocols for working with this population.</p> <p>Participants will gain information regarding the history, trends, intervention methods, and treatment challenges pertinent to providing services for domestic violence survivors.</p>	<p>Hotline Training (Caren McDaniel)</p> <p>Unit VI: Working with Children and Teens</p> <p>Section 1: The Effects of Domestic Violence on Children (Marcia Leclere)</p> <p>Section 2: Teen Relationship Abuse (Mary Veloz)</p> <p>Section 3: Primary Prevention (Mary Veloz)</p> <p>Unit VII: Advocate Self-Care (Marcia Leclere)</p>
<p>9/23/16 9:00am – 12:00pm</p> <p>Desantis Building, room</p>	<p>Moving from Nonmaleficence to Beneficence: A Positive Approach to Ethics</p>	<p>Roseanne Lesack, Ph.D.</p>	<p>Presenter will review personal and professional ethics and discuss issues pertinent to ethical professional</p>	<p>Participants will:</p> <p>Learn to take a positive, proactive stance towards ethics, review professional and personal ethics, review ethical dilemma review specific ethics</p>

2087, Nova Southeastern University			conduct.	codes
*9/28/16 4:00-5:00pm North Dade Adult Care	*Let's Get to Know the Elderly and Disability Services Division and Resources for Older Adults *	Tiffany Amrich, Psy.D.	Explore program services offered in the Division and discuss helpful resources for older adults	Learning Objectives: 1. Identify resources within the Division that can assist clients and older adults in the community 2. Identify outside resources available for older adults 3. Identify at least 2 funding resources for which older adults may be eligible
*9/29/16 Webinar from 3:30- 5pm	*Suicide Prevention Amongst Older Adults*	Webinar training provided by the National Council on Aging (NCOA) Presenters: Phantane J. Sprowls, Administration on Aging/Adminis tration for Community Living; Dr. Richard T. McKeon, Substance Abuse and Mental Health Services Administration ; and Leslie Steinman, University of Washington	Intern will be exposed to prevalence of suicide amongst older adults and effective community and clinical interventions	<ul style="list-style-type: none"> Identify resources available for an adult in crisis Identify risk factors and protective factors for older adults Identify elements of the PEARLS program
9/30/16 9:00am – 12:00pm Maltz Building, Room 2055, Nova Southeastern University	Applying to Post- Doctoral Training Programs	Maria Fimiani, Psy.D.	Speaker will present information pertinent to finding and obtaining a post- doc position.	1) Learn about formal and informal post-docs and how to find them 2) Learn about how to apply and interview for post-doc positions Participants will speak to 3 current post-docs and will speak with a current post-doc

				employer regarding the post-doc experience
10/4/16 Online 1 hr Video-Limited Time Available Online http://bessel.kajabi.com/fe/84458-the-body-keeps-the-score	The Body Keeps The Score	Dr. Bessel van der Kolk	This special online presentation on his bold paradigm for healing trauma will forever impact your treatment approach.	1) Understand the impact of trauma on the brain 2) Increase understanding of how to treat trauma and work with individuals who have experienced trauma
10/4/16 (105 minutes and additional test) Online Training: http://www.dcf.state.fl.us/programs/samh/mentalhealth/training/bacourses.shtml	Baker Act & Marchman Act Process: A Comparison and Contrast	Martha Lenderman, M.S.W. University of South Florida, College of Behavioral and Community Services Florida Department of Children and Families	Review various aspects of the Baker Act and the Marchman Act	1) Definition of Baker and Marchman Act 2) History of Baker and Marchman Act 3) Procedures for Baker and Marchman Act 4) Rights of individuals in relation to Baker and Marchman Act 5) Special issues
10/4/16 Online Training: http://www.dcf.state.fl.us/programs/samh/mentalhealth/training/bacourses.shtml	Minors and the Baker Act	Florida Department of Children and Families	The Florida Legislature established guiding principles for the development and implementation of publicly funded mental health services for children and adolescents.	
*Complete by 10/7/16	*The Mini-Cog; The Geriatric Depression Scale-Short Form*	Training videos provided through a collaboration of the John A. Hartford Foundation	Training videos provide exposure to the utilization of evidence-based geriatric measures	Identify positive aspects of the use of these screeners

		and the American Journal of Nursing. The Project is entitled, <i>How to Try This</i> . www.nursingcenter.com/AJNolderadults (AJN's How to Try This Video Series)		
10/12/16 2:00pm-4:00pm Online: Click the link to join the webinar at the specified time and date: https://global.gotowebinar.com/join/2241453786429907970/944462071	Victims of Domestic Violence: Substance Abuse Co-Occurring	Florida Mental Health Counselors Association (FMHCA)	This 2-hour webinar provides an update on best practices working with victims of domestic violence with an emphasis on co-occurring disorders.	Learning Objectives: Participants will be able to: (1) Understand the challenges Victims of Domestic Violence faces and barriers to health Care (2) Describe Co-occurring Disorders seen in this cohort group (risk factors) (3) Participants will be provided with resources to work with individuals impacted by Family Violence (4) Gain a broader understanding of Safety planning
10/14/16 9:00am – 12:00pm Maltz Building, Room 2055, Nova Southeastern University	Program Evaluation Part I	Angela Yehl, Psy.D.	This seminar will provide the interns with an introduction to models of program evaluation and engage the interns in developing a logic model within small groups (by site- each site will be a group).	1) Interns will discuss some ideas about the types of program evaluation projects they could potentially carry out at their sites this year and receive feedback 2) Interns will learn how to apply the logic model to their individual program evaluation projects
10/19/16 2:00-4:00pm Albizu	New Developments in the Assessment and Treatment of Everyday Disability	Dr. Harvey is Professor of Psychiatry and Director of the Division of	This seminar will provide the audience with the latest developments	Learning Objectives: 1) An increased understanding of the characteristics of

University- Miami Campus MPR?	in Severe Mental Illness: Neurocognition, Social Cognition, Functional Capacity, and Self Assessment	Psychology at the University of Miami Leonard Miller School of Medicine	regarding assessment and treatment of persons with disability and severe mental illness.	everyday disability in severe mental illness 2) Improved ability to assess cognition and disability 3) Increased understanding of treatment options for cognition, functional capacity, and everyday disability.
*10/20/16 1:00-2:00pm New Direction Residential Treatment Center Miami, FL	*Relapse Prevention	Argelio Cabrera, Psy.D.	This seminar will provide current information regarding relapse prevention when working with residential substance abuse clients.	Learning Objectives: 1) Review definition of relapse prevention in relation to substance abuse clients 2) Increase knowledge of evidence based relapse prevention strategies 3) Improved ability how to apply relapse prevention strategies with clients at New Directions
10/21/16 9:00am – 12:00pm Maltz Building, Nova Southeastern University, Room 2055/2057	Affect in the Therapeutic Relationship	Bady Quintar, Ph.D.	This seminar will provide information regarding the therapeutic relationship and process through a psychoanalytic framework.	Learning Objectives: 1) An increased understanding of the importance of non- verbal communication in the therapeutic relationship 2) Increased understanding of Object Relations Theories 3) Increased understanding of Psychoanalytic therapy techniques
10/28/16 9:00am-12:00pm Maltz Building, Nova Southeastern University, Room	Professional Issues in Cross-Cultural Counseling	Stephen Campbell, Ph.D.	This seminar will provide information regarding professional issues all clinician's need to be aware of to best serve clients of diverse cultures.	Learning Objectives: 1) Increased understanding of issues regarding cross-cultural counseling 2) Increase professional self-awareness regarding working with culturally diverse clients

2055/2057				
*Web-based training complete by 10-30-16	*Department of Elder Affairs 701B Assessment*	The Department of Elder Affairs 701 B Assessment is a comprehensive statewide assessment utilized in determining the health and functional status of older adults and adults with disabilities http://elderaffairs.state.fl.us/doea/701b_training.php	Intern will be exposed to essential domains in the assessment of older adults and adults with disabilities	Intern will complete online training; examination; and receive certificate upon successful completion
Complete by 10/31/16 Online 1 hr Video-Limited Time Available Online http://bessel.kajabi.com/fe/84458-the-body-keeps-the-score	The Body Keeps The Score	Dr. Bessel van der Kolk	This special online presentation on his bold paradigm for healing trauma will forever impact your treatment approach.	3) Understand the impact of trauma on the brain 4) Increase understanding of how to treat trauma and work with individuals who have experienced trauma
Complete by 10/31/16 Online Training: http://www.dcf.state.fl.us/programs/samh/mentalhealth/training/bacourses.shtml	Minors and the Baker Act	Florida Department of Children and Families	The Florida Legislature established guiding principles for the development and implementation of publicly funded mental health services for children and adolescents.	Learning Objectives: 1) Increase knowledge about the rights of minors and youth in custody 2) Increase knowledge about mental health admission treatment 3) Increase knowledge about minors, substance abuse and Baker Act Increase knowledge of consent for admission and treatment

<p>Complete by 10/31/16</p> <p>(105 minutes and additional test)</p> <p>Online Training:</p> <p>http://www.dcf.state.fl.us/programs/samh/mentalhealth/training/bacourses.shtml</p>	<p>Baker Act & Marchman Act Process: A Comparison and Contrast</p>	<p>Martha Lenderman, M.S.W.</p> <p>University of South Florida, College of Behavioral and Community Services</p> <p>Florida Department of Children and Families</p>	<p>Review various aspects of the Baker Act and the Marchman Act</p>	<p>6) Definition of Baker and Marchman Act</p> <p>7) History of Baker and Marchman Act</p> <p>8) Procedures for Baker and Marchman Act</p> <p>9) Rights of individuals in relation to Baker and Marchman Act</p> <p>10) Special issues</p>
<p>11/4/15</p> <p>9:00am – 12:00pm</p> <p>Maltz Building, Nova Southeastern University, Room 2055</p>	<p>Theories and Methods of Supervision</p>	<p>Barbara Garcia-Lavin, Ph.D.</p>	<p>This seminar will provide information regarding various theories,</p>	
<p>11/9/16</p> <p>Domestic Violence Court</p> <p>175 NW 1st Ave. Miami, FL 33128</p>	<p>Domestic Violence Court</p>	<p>Ms. Junette Toussaint</p>	<p><i>Abstract:</i> Interns will be provided with the opportunity to visit domestic violence court. Compared to other states, Florida possesses a higher- than-average number of courts dedicated solely to domestic violence matters. While at the domestic violence court, interns will be able to observe process whereby perpetrators and victims attend to their civil charges (i.e., obtaining</p>	<p><i>Learning Objectives:</i></p> <ol style="list-style-type: none"> 1. Familiarize themselves with legal policies and procedures involved in civil court, particularly as they are related to issues of domestic violence. 2. Learn about resources within the court system that are available to victims. 3. Broaden perspective and gain insight into legal difficulties victims encounter as a result of their domestic violence experience.

			order of protection). Direct observation of court hearing will assist interns in provision of services to clients who have experienced domestic violence.	
11/18/16 9:00am – 12:00pm Maltz Building, Nova Southeastern University, Room 2055	Solution Focused Brief Therapy	Arlene Gordon, Ph.D.		Learning Objectives:
Due TBD Online Webinar Link- http://www.miamidade.gov/humanresources/elearning-valuing-cultural-diversity.asp 1-2.5 hours to complete	Miami Dade County Cultural Diversity webinar	Miami Dade County	This webinar aims to improve employees sensitivity to cultural diversity issues.	Learning Objectives: 1) Increase knowledge of harassment at work 2) Increase knowledge of cultural diversity issues that arise in the work place
11/21/16 Arrive at 8:15am to sign in 8:30am – 12pm South Florida Behavioral Health Network, Inc. 7205 NW 19 th St., Ste. 210	Training- Health, Illness, Therapeutic Relationships & Cultural Competence -Part I	South Florida Behavioral Health Network, Inc. Silvia Casabianca, MA, RM, LMT, LMHC, CTP, MQP	Abstract:	Learning Objectives:

Miami, FL 33126				
Due by 12/23/16 8:00am-12:00pm Watch Training Videos New Direction Residential Treatment Center	Seeking Safety: An Evidence-Based Model for PTSD and Substance Abuse	Lisa M. Najavits	Provides clinicians with an empirically based and well-developed treatment program that enables them to intervene in comorbid SUD and PTSD in an integrated way.	-Learn how to conduct Seeking Safety groups -Understand the theories and evidence supporting Seeking Safety -Learn about the relationship between PTSD, trauma and substance abuse
11/29/16 1:00-3:00pm Martin Luther King Jr. Plaza Building Miami	Introduction to Forensic Psychology	Dr. Montoya	This seminar will provide an introduction to career pathways in forensic psychology.	Objectives:
12/1/16 1:00-3:00pm New Direction Residential Treatment Center	Drug Use: Update and Practical Information	Ire Diaz, MSW, MCAP, ICADC	This seminar will provide current information regarding substance use disorders and relevant issues pertaining to substance use.	DRUG USE UPDATE PRESENTATION OBJECTIVES: 1. Gain understanding of Substance Use Disorders and DSM-5 Diagnostic Criteria 2. Gain understanding of effects from different substance classifications 3. Increase ability to identify signs and symptoms of drug use
12/9/16 8:30-12:00pm South Florida Behavioral Health Network 7205 NW 19 th St., Ste. 200 Miami, FL 33126	Afro-Cuban Santeria	Rafael Martinez, EdD	This seminar will provide current information regarding Afro-Cuban Santeria beliefs and practices, and how these beliefs and practices can affect mental health presentation and	The goal is to provide an overview of the Afro-Cuban Santeria religious beliefs and practices to mental health practitioners and familiarize them with the history of this beliefs and practices to mental health practitioners and familiarize them with the history of this belief system and the unique conceptualizations of causes of illness and healing

			treatment of clients.	practices encountered in this religion.
12/16/16 8:30-12:00pm South Florida Behavioral Health Network 7205 NW 19 th St., Ste. 200 Miami, FL 33126	Haitian Voodoo	Rafael Martinez, EdD	This seminar will provide current information regarding Haitian Voodoo beliefs and practices, and how these beliefs and practices can affect mental health presentation and treatment of clients.	The goal of the training is to provide an overview of the Haitian Voodoo religious beliefs and practices to mental health practitioners and familiarize them with the history of this belief system and the unique conceptualizations of causes of illness and healing practices encountered in this religion.
12/23/16	Winter Holiday			
12/30/16	New Years			
1/27/17 9:00am – 12:00pm Nova Southeastern University,	CE: The Practice of Tele-Mental Health and the Use of Social Media: Ethical, Legal, and Clinical Issues for Practitioners	Jeffrey Barnett, Psy.D.		
2/3/17 9:00am – 12:00pm Maltz Building, Nova Southeastern University,	Research and Clinical Issues in Hypnosis	Frank DePiano, Ph.D.		
2/17/17 9:00am – 12:00pm Maltz Building, Nova Southeastern University,	Insomnia	Maria Fimiani, Psy.D.		
3/3/17 9:00am –	Evaluation and Intervention of Executive	Stacey McCaffrey, Ph.D.		

12:00pm Maltz Building, Nova Southeastern University,	Functioning Difficulties in Youth			
3/17/17 9:00 – 4:00pm Nova Southeastern University,	CE: A Five Dimensional Model of Executive Function: Cognition, Behavior, Social- Emotional, Academics, & Impairment	Jack Naglieri, Ph.D.		
3/31/17 9:00am – 12:00pm Maltz Building, Nova Southeastern University,	Encouraging Health for EveryBODY: Shifting from Weight to Well- Being	Paula Brochu, Ph.D.		
4/7/17 9:00am – 12:00pm Maltz Building, Nova Southeastern University,	Program Evaluation Part II	Angela Yehl, Psy.D.		
4/21/17 9:00am – 12:00pm Nova Southeastern University,	CE: Using Superheroes in Counseling and Play Therapy with Children and Teens	Lawrence Rubin, Ph.D., LMHC, ABPP		
4/28/17	CE: The Soul of the Psychopath	Tom Fagan, Ph.D.		

9:00am – 12:00pm Nova Southeastern University,				
5/5/17 9:00am – 12:00pm Maltz Building, Nova Southeastern University,	What to do when you are stuck as a clinician working with a child with anxiety disorders?: Review of clinical practices that work and others that show promise	Lourdes Suarez-Morales, Ph.D.		
5/12/17 9:00am – 12:00pm Nova Southeastern University,	CE: Reading Disorders: Diagnosis, Disorder Subtypes, and Intervention	Daniella Maglione, Ed.S. & Maggie Kjer, Ph.D.		
5/19/17 9:00am – 12:00pm Nova Southeastern University,	CE: 2017 Update on Psychotropic Medications	Jose Rey, Pharm.D.		
6/23/17 9:00am – 12:00pm Maltz Building, Nova Southeastern University,	Never Eat Shredded Wheat: Using a Wellness Compass Program to Prevent Burnout	Maria Fimiani, Psy.D.		
6/30/17	Countertransferen	Jennifer		

9:00am – 12:00pm Maltz Building, Nova Southeastern University,	ce	Davidtz, Ph.D.		
8/4/17 9:00am – 12:00pm Maltz Building, Nova Southeastern University,	Managing Student Loan Debt	Susanna Luna		

Revised 12/2015

APPENDIX 7



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT

**FY 2016-2017
PSYCHOLOGY INTERNSHIP
CONFERENCE SCHEDULE**

<u>TOPIC</u>	<u>SPONSOR</u>	<u>DATES (TBA)</u>
Head Start / Early Head Start Pre-Service Training Conference	Community Action and Human Services	Three Days August 2016

Revised 12/2016



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
PSYCHOLOGY INTERNSHIP PROGRAM**

**FY 2016-2017
INTERN PEER SUPERVISION
MONDAY – 4:00-5:00 PM**

**GROUP AND PEER SUPERVISION SCHEDULE
MONDAY - 2:00-4:00 PM**

***Peer supervision will occur one time per month**

Group Supervision with Dr. Faraci on Mondays 2:00-4:00 PM at
CVAC (2400 South Dixie Highway), unless otherwise notified:

DATE	DATE
September 5, 2016 NO SUPERVISION	March 13, 2017
September 12, 2016	March 20m 2017
September 19, 2016	March 27, 2017
October 3, 2016	April 3, 2017
October 10, 2016 NO SUPERVISION	April 10, 2017
October 17, 2016	April 17, 2017
October 24, 2016	April 14, 2017
October 31, 2016	May 1, 2017
November 7, 2016	May 8, 2017
November 14, 2016	May 15, 2017
November 21, 2016	May 22, 2017
November 28, 2016	May 29, 2017 NO SUPERVISION
December 5, 2016	June 5, 2017
December 12, 2016	June 12, 2017
December 17, 2016	June 19, 2017
December 26, 2016 NO SUPERVISION	June 26, 2017
January 2, 2017 NO SUPERVISION	July 3, 2017
January 9, 2017	July 10, 2017
January 16, 2017 NO SUPERVISION	July 17, 2017
January 23, 2017	July 24, 2017
January 30, 2017	July 31, 2017
February 6, 2017	August 7, 2017
February 13, 2017	August 14, 2017 (LAST GROUP)
February 20, 2017 NO SUPERVISION	
February 27, 2017	
March 6, 2017	

Revised 12/2016



MIAMI-DADE COUNTY

COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT

Psychology Internship Training Program

WEEKLY DOCUMENTATION OF SUPERVISION AND RELATED ACTIVITIESSUPERVISION ACTIVITIES(Check all that apply):COMPETENCIES(Check all that apply):

Individual supervision	Research (R)
Group supervision	Ethical & Legal Standards (EL)
Practicum student supervision	Individual Cultural Diversity (D)
Supervision of Supervision	Professional Values & Attitudes (VA)
In vivo supervision	Communication and Interpersonal Skills (CI)
Consultation with staff	Assessment (A)
Task supervision	Intervention (I)
Clinical meeting/staffing	Supervision (S)
Peer consultation	Consultation (C)
Other:	

TOPICS COVERED:

Intern/Student: _____

Supervisor: _____

Date: _____

Revised 12/2015



**MIAMI-DADE COUNTY
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
PSYCHOLOGICAL SERVICES**

**PROFESSIONAL DEVELOPMENT
EVALUATION SURVEY**

Title of Presentation: _____

Date: _____ Presenter(s): _____

Please use the following scale to rate this presentation:

1=Poor 2=Fair 3=Good 4=Very Good 5=Excellent

OBJECTIVES: Objectives for this presentation were met 1 2 3 4 5

SPEAKERS

1. Knowledge in content area	1	2	3	4	5
2. Content consistent with objectives	1	2	3	4	5
3. Responded to questions regarding content	1	2	3	4	5
4. Preparation	1	2	3	4	5

CONTENT

1. Appropriate for intended audience	1	2	3	4	5
2. Consistent with presentation objectives	1	2	3	4	5

METHODS

1. Visual aids, handouts, and oral presentation were useful	1	2	3	4	5
2. Teaching methods appropriate for the topic	1	2	3	4	5

PROFESSION WIDE COMPETENCIES

1. Information addressed at least one competency	1	2	3	4	5
2. Information enhanced knowledge in competency area	1	2	3	4	5
3. Overall rating of the presentation	1	2	3	4	5

COMMENTS/PRESENTATION IMPROVEMENTS:

Please return form to Dr. Ana Maria Faraci

Revised 12/2016



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
CLINICAL PSYCHOLOGY TRAINING COMMITTEE**

FY 2016 - 2017

Ana M. Faraci, Ph.D, LMFT

**Director of Psychology Training/Director
Psychological Services Division/Supervisor/Trainer**

B.A. 1976, University of Puerto Rico; M.A. 1978 University of Puerto Rico; Ph.D. (Clinical) 1982 Caribbean Center for Advanced Studies, Puerto Rico. Florida Licensed Psychologist and Marriage and Family Therapist, Florida Certified Supervisor and Commissioner at the American Psychological Association's Commission on Accreditation. Site Visitor for accreditation for the Council on Accreditation (COA), Interests: (Professional) Child Development and Psychopathology; (Personal) Sports, Exercising, and Music.

Tiffany Amrich, Psy.D

Supervisor/Trainer

B.S. 1988, Stetson University; M.S. 1991, Nova Southeastern University; Psy.D. (Clinical) 1997, Nova Southeastern University. Florida licensed. Interests: (Professional) Child and Adolescent (emotional and behavioral disorders); Domestic Violence; Substance Abuse; (Personal) Sports, Photography, Boating; Home Decorating; Spending time with family; Reading.

Argelio Cabrera, Psy.D

Supervisor/Trainer

B.A. 1961, Biscayne College; M.S. 1984, Miami Institute of Psychology; Psy.D. (Clinical) 1989, Florida Licensed Mental Health Counselor 1989 and Florida Licensed Psychologist 1993. Interests: (Professional) Mental Health Problems – Adults and Geriatric; Substance Related Disorders; (Personal) Music; spending time with family.

Ulysses Arteaga, LCSW

Division Director/Task Supervisor

B.A. 1988 Florida International University; MSW 1990, Barry University; 1992 Florida Licensed Clinical Social Worker. Interests: (Professional) Refugee and immigrant population; (Personal) Travel, Opera, Skiing, and spending time with family.

Armando Garcia, LCSW

B.A. 1984, Florida International University; MSW 1989, Florida International University, 2000 Certified Addiction Professional, 2005 Florida Licensed Clinical Social Worker. Interest: (Professional) Substance Abuse and Mental Health; (Personal) Sports, Walking, Music, Art, Traveling, spend time with family and pets.

Lilliam Alamo, MSW

Master in Social Work, 2003, Florida International University. Interests (Professional) Substance abuse; (Personal) traveling and sports.

COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT

2016-2017 INTERNSHIP CLASS AND UNIVERSITY

Jacqueline Santana, M.S. – Psy.D. Candidate in Clinical Psychology, 2016, Carlos Albizu University (Miami, FL); M.S. in Psychology, 2010, Carlos Albizu University (Miami, FL); Master of Social MSW, 2004, Barry University (Miami Shores, FL) B.S. in Psychology, 1999, Florida International University (Miami, FL).

Vanessa Mari Fernandez-Gonzalez, M.S. – Psy.D. Candidate in Clinical Psychology, 2016, Carlos Albizu University (Miami, FL); M.S. in Psychology, 2013, Carlos Albizu University (Miami, FL); B.S. in Psychology, 2009, Nova Southeastern University, Ft. Lauderdale, FL.

Sarah Goldstein, M.S. – Psy.D. Candidate in Clinical Psychology, 2017, Nova Southeastern University (Fort Lauderdale, FL); M.S. in Clinical Psychology, 2012, Nova Southeastern University (Fort Lauderdale, FL); B.S. in Psychology, 2004, Hunter College, City University of New York (New York, NY).

Jasmine Davis, M.S. – Ph.D. Candidate in Clinical Psychology, 2017, Fairleigh Dickinson University (Teaneck, NJ); M.A. in Theories of Psychology, 2014, Fairleigh Dickinson University (Teaneck, NJ); B.S. in Psychology, 2009, Morgan State University, (Baltimore, MD).



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT DUE PROCESS PROCEDURES

DUE PROCESS PROCEDURES

It is the objective of the Community Action and Human Services Department that the psychology pre-doctoral internship training program in psychology will be of the highest professional quality and will assist in preparing the intern to competently discharge the responsibilities of a health service psychologist. The training context in which services occur are programs within a large county, governmental, children, adult, and family services agency.

Training occurs in nine areas of professional competencies: research, ethical and legal standards, individual and cultural diversity; professional values, attitudes, and behaviors; communication and interpersonal skills; evidence based assessments; evidence based interventions; supervision; consultation and inter-professional/interdisciplinary skills. Interns are expected to adhere to the American Psychological Association's Code of Ethics in their conduct, to be adequately prepared through didactic and practica experiences, to assume the supervised responsibilities of an intern in psychology, and to demonstrate personal maturity characterized by an ability to productively participate in supervision and interact with colleagues of various disciplines in the best interest of the client population being served.

It is the policy of the Community Action and Human Services Department that interns are assured due process regarding concerns, which might arise over their performance, and functioning. As an employee of Miami-Dade County, all existing personnel policies and procedures are extended to interns, including the County's Grievance Procedure: <http://intra.miamidade.gov/aopdfdoc/aopdf/pdffiles/AO7-18.pdf>.

Evaluation of and supervisory feedback regarding an intern's performance is an ongoing process throughout the internship. If at any time there are deficiencies, it is the responsibility of the site supervisor to put in writing the discussions held in any supervisory conference related to these problem areas. If, as a result of these deficiencies, there is a necessity to develop a corrective plan, both the supervisor and the intern will work together to formulate the plan. Both will sign the document and forward to the Internship Training Director and the Director of Training from the parent university. The corrective plan may include independent readings, increased supervision, increased practice opportunities, etc. In the case of the supervisor and intern not being able to come to an agreement on the corrective plan, the Director of Training would be brought in to mediate the situation. If the Director of Training were unable to resolve the conflicts, consultation would be requested with the Director of Clinical Training of the parent university to assist in the resolution.

Potential organizational/system problems are prevented through clear descriptions of responsibilities, quantitative expectations, and lines of authority. Miami-Dade County policies

and procedures govern all employees, and the official rules and behaviors, which may be causes for reprimand, suspension, or termination, are specified in the County procedures document, available online. The Director of Training investigates any such specified behaviors and the Director of Clinical Training of the parent university is advised and consulted prior to the recommendation of any corrective or disciplinary action, which might include probation or termination.

The Director of Training would present the results of the investigation and make a recommendation to other Community Action and Human Services Department Administrators who would be brought in to the process as appropriate. The intern would be invited to meet with the Director of Training, including a representative of her/his choosing if desired. A recommendation is made to the Department Director, with whom the intern could also meet, and a decision would be made. The Director of Clinical Training of the parent university would be kept advised of the progress of the process, which would be completed as expeditiously as possible. Interns could appeal any disciplinary action to the Director of Employee Relations.

If an intern had difficulties with a supervisor or other grievances about her/his training, the intern would be encouraged to work with her/his primary supervisor to resolve the issue. If a resolution were not achieved or if the intern had an issue, which s/he felt could not comfortably be, addressed with the supervisor, the intern would advise the Director of Training, who would attempt to facilitate the resolution. If this process were unsuccessful, the Director of Training and the Director of Clinical Training of the parent university would consult to determine further action. If problem is not resolved, intern is informed about submitting a Community Action and Human Services Department formal grievance. Additionally, intern can place a formal grievance with the American Psychological Association (APA) (<http://apa.org/monitor/oct02/grievances.aspx>). Within the context of our training model, the Director of Training is also a supervisor.

Possible issues for interns might include unavailability of the supervisor, unreasonable workload demands, ethical dilemmas, personality conflicts, poor technical supervision, or evaluations perceived as unfair.



Community Action and Human Services Department

PSYCHOLOGICAL INTERNSHIP PROGRAM DUE PROCESS RIGHTS AND RESPONSIBILITIES

PROGRAM'S RESPONSIBILITIES

- To assure due process and clearly articulated due process procedures.
- To provide on-going feedback regarding performance.
- To provide early identification of deficiencies.
- To work with the intern to develop a Corrective Action Plan if one were needed.
- To advise the intern regarding consultation with the Clinical Training Director of the parent university.
- To assure availability of the supervisors and Psychology Training Coordinator.
- To provide clear descriptions of responsibilities, quantitative expectations, and lines of authority.
- To identify program, Department and County rules and regulations.
- To conduct an impartial investigation of any reports of rules violation.
- To provide levels of review regarding deliberations on disciplinary action.
- To expeditiously attend to intern grievances regarding training or supervision.

PROGRAM'S RIGHTS

- To expect the intern to abide by the APA Code of Ethics.
- To expect the intern to demonstrate personal maturity.
- To expect intern participation in the development of a Corrective Action Plan if one were needed.
- To expect compliance with a Corrective Action Plan if one were implemented.
- To consult with the Clinical Training Director of the parent university.
- To conduct an investigation of any reports of rules violation.
- To implement corrective or disciplinary action if warranted.

INTERN'S RESPONSIBILITIES

- To abide by the APA Code of Ethics.
- To demonstrate personal maturity.
- To become conversant with governing rules, policies and procedures.
- To become conversant with due process procedure.
- To participate in the development of a Corrective Action Plan if one were needed.
- To abide by lawful program, Office, Department, and County rules and regulations.
- To follow grievance procedures, if initiated.

INTERN'S RIGHTS

- To expect due process.
- To expect on-going feedback regarding performance.
- To expect early identification of deficiencies.
- To expect cooperative efforts to develop a Corrective Action Plan if one were needed.
- To consult with the Clinical Training Director of the parent university.
- To expect availability of supervisors and the Psychology Training Coordinator.
- To expect clear description of responsibilities, quantitative expectations of performance, and lines of authority.
- To expect clear identification of possible reasons for disciplinary action.
- To bring a representative of his/her choosing to a meeting with Departmental Administration.
- To expect an impartial investigation of any reports of rules violation.
- To have the option to participate at any deliberative forum regarding possible disciplinary action.
- To expect clear policy regarding grievance procedures.
- To initiate grievances about training or supervision.
- To bring a representative of her/his choosing to a grievance meeting.
- To expect expeditious efforts at resolution of grievances.



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
PSYCHOLOGICAL SERVICES
PSYCHOLOGY INTERN EVALUATION FORM**

Intern: _____ Date _____

Evaluation Period: Mid-year _____ End of year _____

Supervisor(s): _____

The overall aim of Miami-Dade County Psychology Internship Program is to prepare students to become health service psychologists at the entry level.

Based on the overall rating of each competency area interns and supervisors will be able to determine progress across each competency during the training year. The overall rating will be based on the average of the ratings of each benchmark. The competencies below have specific benchmarks, where interns are expected to obtain a rating of a minimum of 2 by the mid-year evaluation and a minimum of 3 at the end of the year evaluation.

I. Demonstrates competency in communication and interpersonal skills

1. Develops and maintains effective relationships with staff, supervisors, peers, and other professionals.

_____ **Exceeds Expectations (4):** Establishes and maintains respectful interactions. Identifies professionals/staff who present different perspectives or challenges, making adjustments to continue working effectively with them.

_____ **Meets Expectations (3):** Engages with staff and clients, identifying possible conflicts, seeking resources to resolve these.

_____ **Needs On-Going Supervision (2):** Demonstrates interest in others and receptive to supervisory feedback.

_____ **Needs Remedial Work (1):** Displays difficulties establishing rapport with professionals, colleagues, and staff.

2. Demonstrates ability to effectively negotiate conflict and receptive to providing and receiving feedback.

_____ **Exceeds Expectations (4):** Actively collaborates with others, demonstrating good problem solving skills. Provides meaningful feedback to others and receives feedback in a non-defensive manner.

_____ **Meets Expectations (3):** Good working relationships with others; receptive to supervisory feedback to effectively deal with conflict.

_____ **Needs On-Going Supervision (2):** Demonstrates limited skills in negotiating conflictual situations, as well as limited responsiveness and provision of feedback.

_____ **Needs Remedial Work (1):** Inability to accept feedback and provide meaningful feedback to others. Cannot maintain collaborative relationships with other professionals.

3. Demonstrates ability to work effectively with other professionals, and supervisors of diverse ethnic backgrounds. Demonstrates interest to learn about individuals from diverse cultural and socio-economic backgrounds through reading materials, discussing related issues in supervision, and attending training on cultural and ethnic diversity.

_____ **Exceeds Expectations (4):** Intern independently identifies individual differences and displays sensitivity to others' diverse cultural backgrounds. Accurately displays self-monitoring pertaining to own responses to individual differences.

_____ **Meets Expectations (3):** Openly seeks supervisory feedback regarding limited experience with other professionals' diversity.

_____ **Needs On-Going Supervision (2):** Displays lack of comfort level working with specific diverse professionals and readily discusses challenging relationships in supervision.

_____ **Needs Remedial Work (1):** Inability to work with some diverse professionals; difficulties recognizing pre-judgmental beliefs and/or limited awareness and understanding of diversity.

4. Demonstrates proficiency in the command of language, i.e. oral and written communication.

_____ **Exceeds Expectations (4):** Demonstrates ability to command the professional language, both verbal and written. His/her communication is descriptive and effective with clients and professionals.

_____ **Meets Expectations (3):** Occasionally needs reassurance in his/her oral presentations. Minor revisions in the written communication, which are quickly corrected.

_____ **Needs On-Going Supervision (2):** Requires to correct a number of deficiencies in his/her written documentation. Most of the time, intern requires to rehearse the oral communication on many occasions to clearly articulate the information.

_____ **Needs Remedial Work (1):** Intern procrastinates and continues to submit documentation with numerous grammatical/spelling/syntax mistakes. Oral communication is fragmented and lacks flow.

II Develops Competence in evidence based assessment

1. Plans, schedules, selects tests, and completes interviews and testing in an appropriate timeframe to complete required evaluations over the internship year.

_____ **Exceeds Expectations (4):** Independently selects the appropriate tests to address the referral question. Carefully plans and schedules testing sessions within the required timelines.

_____ **Meets Expectations (3):** Intern will sporadically seek supervisory input for the selected tests. Overall, the required evaluations will be submitted on time.

_____ **Needs On-Going Supervision (2):** On-going supervision for test selection and planning skills to meet required timeframes. Utilizes supervision effectively.

_____ **Needs Remedial Work (1):** Poor test selection; additional testing sessions required due to poor test choice.

2. Demonstrates knowledge and competence in administering, scoring, and interpreting psychological tests.

_____ **Exceeds Expectations (4):** Demonstrates proficiency in test administration, scoring, and interpretation. Awareness of culturally sensitive instruments. Data collected is coherent with the formulation of diagnosis for treatment planning. Displays ability to make adjustments according to the client's needs.

_____ **Meets Expectations (3):** Occasional consultation for specific details regarding test administration, scoring, and interpretation of psychological tests. Supervisory input is minimal, displaying overall ability to complete psychological testing.

_____ **Needs On-Going Supervision (2):** Needs on-going supervision for the tests administered. Seeks consultation to effectively use the scored data for interpretation purposes. Intern receptive to supervisory feedback and implementation of recommendations.

_____ **Needs Remedial Work (1):** Inaccurate use of the test data, reaching to erroneous interpretation. Often needs to schedule additional testing sessions for mistakes in administration; limited adaptations for client's needs.

3. Demonstrates knowledge and competence in report writing. Intern writes evaluative reports in a well-organized manner with language appropriate for the intended reader. Intern provides feedback of the results with clarity to clients, staff, and other team members.

_____ **Exceeds Expectations (4):** Report is clear and comprehensive. Test data is incorporated in the report, formulating an accurate diagnosis. Intern presents a well-integrated report, including concise recommendations related to the referral question. Demonstrates ability to effectively communicate the findings, making necessary adaptation to the client's needs.

_____ **Meets Expectations (3):** Report covers the essential elements, without serious mistakes. Supervisor's input consists of minimal report revisions.

_____ **Needs On-Going Supervision (2):** Report has limited cohesiveness, requiring assistance with articulation of theoretical material. Verbal communication of the findings limited for the intended audience. Intern utilizes supervision effectively.

_____ **Needs Remedial Work (1):** Report is inconclusive, omitting essential information/details. Spelling and grammatical mistakes, requiring multiple rewrites. Feedback of the results not well organized and lacking clarity.

III Demonstrates competence in evidence based interventions

1. Demonstrates knowledge and skill in selecting appropriate empirically validated psychotherapeutic interventions with children, adults, and their families.

_____ **Exceeds Expectations (4):** Intern demonstrates knowledge of evidence base practices; reviews relevant literature and selects interventions for different populations and presenting problems. Independently formulates case conceptualizations and incorporates theoretical orientation into comprehensive treatment plans.

_____ **Meets Expectations (3):** Overall adequate case conceptualization but limited literature review for case conceptualization. Supervisory input is required to refine treatment goals and to incorporate these into comprehensive treatment plans.

_____ **Needs On-Going Supervision (2):** Intern requires on-going supervision to select evidence base interventions adequate to client's individual differences. Treatment planning does not align with case conceptualization.

_____ **Needs Remedial Work (1):** Difficulties with identification of treatment plan goals and lack of specific theoretical model to guide the service delivery plan.

2. Demonstrates knowledge and sensitivity of cultural and individual differences.

_____ **Exceeds Expectations (4):** Independently implements knowledge of cultural and individual differences in the selection of evidence base interventions. Regularly monitors own cultural diversity and its impact on working with diverse clients.

_____ **Meets Expectations (3):** Inquisitive of cultural diversity issues during supervision. Overall feels comfortable when delivering psychotherapeutic services to culturally diverse populations.

_____ **Needs On-Going Supervision (2):** Exhibits limited skills with certain clients and able to implement evidence base practices with those with previous experience. Limited awareness of self-diversity and how it impacts clients.

_____ **Needs Remedial Work (1):** Lack of comfort level in working with diverse populations. Not benefiting from supervision in exploring own cultural identity.

3. Demonstrates ability in formulating treatment plans, establishment of goals/objectives, and discharge plans.

_____ **Exceeds Expectations (4):** Jointly develops a treatment plan with the client, identifying realistic treatment goals and objectives. Therapeutic modality and theoretical model is mutually agreed upon, displaying flexibility to make adaptations when necessary. Adequately develops the discharge plan with the client ensuring specific outcomes to successfully completing treatment.

_____ **Meets Expectations (3):** Overall adequate treatment plan; occasionally requires supervisory feedback to refine goals and objectives, as well as detailed discharge planning.

_____ **Needs On-Going Supervision (2):** Requires guidance to develop treatment plans along with the identification of goals and measurable objectives. Supervisory feedback needed when developing and implementing treatment plan.

_____ **Needs Remedial Work (1):** Unable to identify goals and objectives. Difficulties with developing a discharge plan coherent with the treatment plan.

IV Displays competence in research

4. Develops skills in applying research knowledge to the treatment of cases.

_____ **Exceeds Expectations (4):** Independently seeks out professional writings to increase knowledge of cases. Displays motivation to research topics relevant to the clinical case, resulting in a wider range of interventions.

_____ **Meets Expectations (3):** Intern demonstrates interest in finding out more information pertaining to a case. Supervisor provides the recommended readings/resources.

_____ **Needs On-Going Supervision (2):** Supervisor assigns research articles/professional readings. Intern readily follows through with the assignment.

_____ **Needs Remedial Work (1):** Intern does not follow supervisor's assignments.

5. Displays research activity to increase knowledge of specific professional topics through trainings/presentations.

_____ **Exceeds Expectations (4):** Demonstrates ability to identify and verbalize central issues, using the latest research findings, with ease and clarity and in a language appropriate to the audience.

_____ **Meets Expectations (3):** Intern recognizes areas for improvement and requests supervisory feedback to develop the training/presentation.

_____ **Needs On-Going Supervision (2):** Supervisor assigns the professional readings to assist the intern with the development of training/presentation.

_____ **Needs Remedial Work (1):** Intern does not follow through with assigned readings. Presentation/training lack organization, coherent information, and not submitted on time.

6. Intern will participate in program evaluation activities.

_____ **Exceeds Expectations (4):** Intern critically evaluates a component of the internship program to enhance its outcomes. Works cooperatively with staff to gather information and schedules a program staff meeting to discuss the results and recommendations of the evaluation report.

_____ **Meets Expectations (3):** Intern engages with program staff to assess program's outcomes. Shares feedback of the findings included in the evaluation report.

_____ **Needs On-Going Supervision (2):** Intern needs guidance to identify program outcomes and to produce a comprehensive report with appropriate recommendations.

_____ **Needs Remedial Work (1):** Intern fails to gather program information in an objective manner. Unable to provide useful feedback to the staff to enhance program outcomes

V. Develops competence in supervision.

1. Ability to provide adequate level of supervision to psychology practicum trainees, including knowledge and awareness of factors affecting quality of supervision.

_____ **Exceeds Expectations (4):** Displays knowledge of supervisory process, identifies supervisory model, and tracks factors which might impact quality of supervision, i.e. ethical/legal/diversity issues. Takes into consideration supervisee's developmental level.

_____ **Meets Expectations (3):** Understands supervision elements, requiring at times supervisory input regarding supervisee's developmental level and issues that can affect roles and processes of supervision.

_____ **Needs On-Going Supervision (2):** Supervisory work must be closely monitored. Displays difficulties with articulating expectations and roles of supervision. Limited understanding of supervisees' skill development.

_____ **Needs Remedial Work (1):** Unable to provide supervision; lacks knowledge of supervisee's developmental level and skills.

2. Demonstrates self-awareness and makes necessary adjustments to enhance the supervisory process.

_____ **Exceeds Expectations (4):** Displays self-reflection of own cultural diversity, adjusting supervisory skills to enhance supervisory process. Identifies areas of further development, i.e. cultural biases; limited knowledge and awareness of possible ethical/legal dilemmas.

_____ **Meets Expectations (3):** Ability to articulate factors of own individual diversity and makes necessary adjustments to enhance quality of supervisory relationships and process.

_____ **Needs On-Going Supervision (2):** Limited self-awareness and resistance to adapting supervisory skills. Needs on-going supervisory input to engage in self-reflection and to increase awareness of its impact on the supervisory process.

_____ **Needs Remedial Work (1):** Unable to engage in self-reflection and does not demonstrate an understanding of how it affects the supervision of psychology trainees.

3. Demonstrates knowledge of the purpose and roles in supervision.

_____ **Exceeds Expectations (4):** Clearly articulates the roles of the supervisor and the supervisee. Identifies a supervision model and engages in self-reflection of how this model is implemented.

_____ **Meets Expectations (3):** Overall understanding of the supervisory process and occasionally requires supervisory input for implementation.

_____ **Needs On-Going Supervision (2):** Intern displays basic knowledge of supervision. Requires on-going supervisory feedback to identify model and roles of supervisory process.

_____ **Needs Remedial Work (1):** Inability to provide supervision to psychology trainees and lacks reflection on supervisory process.

VI Develops competence in consultation and inter-professional/interdisciplinary skills.

1. Demonstrates competence in providing psychological consultation to colleagues, members of other disciplines and consumers.

_____ **Exceeds Expectations (4):** The intern applies knowledge and provides the information to appropriately address the referral question/case. Redefines referral question based on the analysis of the question.

_____ **Meets Expectations (3):** Occasionally the intern requires supervisory input pertaining to feedback provided to consultees. Reports occasionally need edits to refine recommendations.

_____ **Needs On-Going Supervision (2):** Intern has difficulties relating to other professionals, as well as providing adequate feedback.

_____ **Needs Remedial Work (1):** Inability to implement consultation interventions that meet consultee goals.

2. Demonstrates ongoing and consistent integrity and honesty in his/her communication and behaviors with clients, colleagues, and multi-disciplinary teams.

_____ **Exceeds Expectations (4):** Establishes and maintains respectful relations with clients, colleagues, and staff. Works cooperatively in a team, developing positive alliances with supervisors, peers, and other professionals. Acknowledges his/her role in challenging relations.

_____ **Meets Expectations (3):** Works cooperatively with others and participates in team meetings. Requires supervision to resolve complex inter-professional relationships.

_____ **Needs On-Going Supervision (2):** Displays basic understanding of relationships. Needs assistance to effectively cope with interpersonal conflicts with others. Limited understanding of multiple roles within a team.

_____ **Needs Remedial Work (1):** Intern demonstrates hostility, lack of sensitivity, confrontational attitude, and other characteristics which impedes working effectively with other professionals within a multi-disciplinary team.

3. Demonstrates knowledge of consultation models and practices

_____ **Exceeds Expectations (4):** Independently identifies situations where consultation is appropriate. Effectively gathers pertinent information to answer the referral question. Reports are clear, along with concise recommendations. Verbal feedback is thorough, incorporating useful information included in the report.

_____ **Meets Expectations (3):** Regularly displays knowledge of own role within consultation. Information gathered is appropriate to answer the referral question. Report and recommendations need to be refined at times.

_____ **Needs On-Going Supervision (2):** Limited capability to shift functions/roles during situations requiring consultation. At times cannot identify consultation interventions that meet consultee goals. Verbal feedback does not clearly address referral question.

_____ **Needs Remedial Work (1):** Lacks knowledge of consultation models; inability to collect the information necessary to meet the referral needs.

VII Demonstrates competence in ethical and legal standards

1. Demonstrates knowledge of and adherence to current APA Ethical Principles of Psychologists and Code of Conduct.

_____ **Exceeds Expectations (4):** Consistently conducts self in a professional manner and resolves ethical conflicts independently. Spontaneously accepts responsibility in the work setting.

_____ **Meets Expectations (3):** Displays awareness of ethical principles and requires occasional supervisory input to resolve ethical issues.

_____ **Needs On-Going Supervision (2):** Overall understanding of ethical issues. Intern frequently seeks supervisory feedback to effectively deal with ethical issues.

_____ **Needs Remedial Work (1):** Lacks awareness and knowledge of ethical principles.

2. Demonstrates professional responsibility in areas of confidentiality, knowledge of relevant state and federal statutes, and duty to protect.

_____ **Exceeds Expectations (4):** Intern autonomously demonstrates knowledge of confidentiality, privacy, federal and state laws. Always utilizes this knowledge in his/her professional practice.

_____ **Meets Expectations (3):** Intern demonstrates awareness of these areas. Needs reassurance from the supervisor for prompt implementation in the therapeutic process.

_____ **Needs On-Going Supervision (2):** Occasional supervisory feedback to ensure confidentiality is properly addressed. Guidance provided to review key elements of legal statutes/laws.

_____ **Needs Remedial Work (1):** Lack of responsibility regarding communicating confidentiality and legal issues with the clients early in the therapeutic process.

3. Intern will integrate ethical and legal standards across all competencies.

_____ **Exceeds Expectations (4):** Spontaneously and reliably identifies ethical and legal issues, analyzes them appropriately and proactively addresses them. Applies ethical principles in written reports, trainings, other professional activities, and when performing all functional competencies.

_____ **Meets Expectations (3):** Demonstrates overall knowledge of ethical and legal standards. Benefits from supervision in the identification of potential conflicts in complex ethical and legal issues.

_____ **Needs On-Going Supervision (2):** Displays difficulties integrating ethical and legal standards. Limited self-reflection on when to seek consultation to resolve complex ethical and legal situations.

_____ **Needs Remedial Work (1):** Does not apply ethical standards across professional activities and unable to proactively deal with conflict.

VIII Demonstrates competence in professional values, attitudes, and behaviors.

1. Intern is open to supervisory feedback and seeks supervision and/or consultation to effectively deal with challenging professional situations

_____ **Exceeds Expectations (4):** Spontaneously seeks supervision and/or consultation when facing difficult cases. Consistently exhibits self-awareness regarding own limitations and adjusts his/her performance accordingly. Consistently open to supervisory feedback.

_____ **Meets Expectations (3):** Overall knowledge of own strengths and limitations; receptive to feedback and readily consults with others.

_____ **Needs On-Going Supervision (2):** Lack of critical thinking and limited curiosity to expand clinical skills. Positive responsiveness to supervision.

_____ **Needs Remedial Work (1):** Limited problem solving skills; displays defensiveness when supervisory feedback is provided. Cannot articulate organized thoughts.

2. Intern conducts himself/herself in a professional manner to maintain professional integrity and values.

_____ **Exceeds Expectations (4):** Continuously monitors and independently resolves challenging situations that could affect integrity and values by displaying professional and accountable behaviors.

_____ **Meets Expectations (3):** Overall conducts himself/herself in a professional demeanor, even in challenging situations. Responds positively to supervisory feedback and takes responsibility of own actions.

_____ **Needs On-Going Supervision (2):** Demonstrates behaviors that compromise professional integrity and values. Tends to externalize blame to others. Positive responsiveness to supervision.

_____ **Needs Remedial Work (1):** Lacks awareness of incongruency between own behaviors and professional values and integrity. Displays defensiveness when supervisory feedback is provided.

3. Intern demonstrates strong professional identity, advancing the welfare of others.

_____ **Exceeds Expectations (4):** Demonstration of knowledge, central to the field of psychology and continuous advancements in the field. Displays a genuine concern for the welfare of others through identification of advocacy efforts.

_____ **Meets Expectations (3):** Overall integration of science and practice. Displays respect for the beliefs and values of others.

_____ **Needs On-Going Supervision (2):** Does not display a strong professional identity and demonstrates limited concern for others.

_____ **Needs Remedial Work (1):** Lacks professional identity and disregards others' individual diversity.

IX Demonstrates competency in individual and cultural diversity

1. Ability to apply knowledge of self as cultural being in assessment, treatment, and consultation.

_____ **Exceeds Expectations (4):** Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation. Utilizes knowledge to improve professional effectiveness. Initiates supervision regularly to discuss diversity issues.

_____ **Meets Expectations (3):** Demonstrates knowledge of own cultural identity and overall implementation in assessment, treatment, and consultation. Benefits from supervision in critically evaluating feedback.

_____ **Needs On-Going Supervision (2):** Limited self-monitoring and implementation to improve effectiveness as a professional.

_____ **Needs Remedial Work (1):** Lacks self-knowledge as a cultural being, thus impacting professional effectiveness.

2. Ability to apply knowledge of others in assessment, treatment, and consultation.

_____ **Exceeds Expectations (4):** Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation. Utilizes knowledge to improve professional effectiveness. Initiates supervision regularly to discuss how diversity issues impact treatment.

_____ **Meets Expectations (3):** Demonstrates knowledge of others cultural identity and overall implementation in assessment, treatment, and consultation. Benefits from supervision in critically evaluating feedback.

_____ **Needs On-Going Supervision (2):** Limited knowledge of individuals' cultural diversity and how it impacts effectiveness as a professional.

_____ **Needs Remedial Work (1):** Lacks understanding of how culture impacts the behavior of others. Does not seek supervision to discuss diversity issues.

3. Monitors the interaction of self and others and how it is impacted by individual and cultural diversity.

_____ **Exceeds Expectations (4):** Independently implements knowledge of cultural and individual diversity in assessment, treatment, and consultation. Utilizes knowledge to improve professional effectiveness. Initiates supervision regularly to discuss diversity issues.

_____ **Meets Expectations (3):** Regularly utilizes knowledge of the role of culture in interactions to improve effectiveness as a professional. Initiates consultation when in doubt of diversity issues with others.

_____ **Needs On-Going Supervision (2):** Limited awareness and understanding of how cultural diversity factors affect interactions of self and diverse others. Displays difficulties in adapting own professional behaviors in a culturally sensitive manner to improve client outcomes.

_____ **Needs Remedial Work (1):** Lacks knowledge of self and others as a cultural beings, thus impacting professional effectiveness. Does not seek supervision to discuss diversity issues.

COMMENTS (OPTIONAL):

_____ Supervisor's Name (Print)	_____ Supervisor's Signature	_____ Date
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I have read and discussed this evaluation with my supervisor(s)

_____ Intern's Name (Print)	_____ Intern's Signature	_____ Date
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(For final evaluation only)

Pass_____ Fail_____

Revised 12/2016



**COMMUNITY ACTION & HUMAN SERVICES DEPARTMENT
PSYCHOLOGICAL SERVICES
INTERN 3/9 MONTHS EVALUATION CHECKLIST**

Name of Intern: _____ Date _____

Please rate overall intern's competencies.

X. Demonstrates competency in communication and interpersonal skills

- _____ Exceeds Expectations (4)
 _____ Meets Expectations (3)
 _____ Needs on-going supervision (2)
 _____ Needs Remedial Work (1)

XI. Develops competence in evidence based assessment

- _____ Exceeds Expectations (4)
 _____ Meets Expectations (3)
 _____ Needs on-going supervision (2)
 _____ Needs Remedial Work (1)

XII. Demonstrates competence in evidence based interventions

- _____ Exceeds Expectations (4)
 _____ Meets Expectations (3)
 _____ Needs on-going supervision (2)
 _____ Needs Remedial Work (1)

IV. Displays competence in research

- _____ Exceeds Expectations (4)
 _____ Meets Expectations (3)
 _____ Needs on-going supervision (2)
 _____ Needs Remedial Work (1)

V. Develops competence in supervision.

- _____ Exceeds Expectations (4)
 _____ Meets Expectations (3)
 _____ Needs on-going supervision (2)
 _____ Needs Remedial Work (1)

VI. Develops competence in consultation and inter-professional/interdisciplinary skills.

_____ Exceeds Expectations (4)
_____ Meets Expectations (3)
_____ Needs on-going supervision (2)
_____ Needs Remedial Work (1)

VII. Demonstrates competence in ethical and legal standards

_____ Exceeds Expectations (4)
_____ Meets Expectations (3)
_____ Needs on-going supervision (2)
_____ Needs Remedial Work (1)

VIII. Demonstrates competence in professional values, attitudes, and behaviors.

_____ Exceeds Expectations (4)
_____ Meets Expectations (3)
_____ Needs on-going supervision (2)
_____ Needs Remedial Work (1)

IX. Demonstrates competency in individual and cultural diversity

_____ Exceeds Expectations (4)
_____ Meets Expectations (3)
_____ Needs on-going supervision (2)
_____ Needs Remedial Work (1)

COMMENTS (OPTIONAL):

Supervisor's Signature

Date

Supervisor's Signature

Date

Intern's Signature

Date



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
PSYCHOLOGICAL SERVICES DIVISION**

EVALUATION OF TRAINING PROGRAM

Date: _____ **Name of Rotation:** _____

Training Period: **From:** _____ **To:** _____

This evaluation is for your feedback regarding your psychology internship in the Community Action & Human Services Department. Please comment on strengths and weaknesses of the internship training program and specify any suggestion as to how the internship program can improve on any identified weaknesses.

Use the five-point scale below for rating program areas: 5=Outstanding

4=Above Average

3=Average, expected level

2=Below expected level

1=Not applicable

I. Demonstrates competency in communication and interpersonal skills

____ OVERALL RATING

____ Develops and maintains effective relationships with staff, supervisors, peers, and other professionals.

____ Demonstrates ability to effectively negotiate conflict and receptive to providing and receiving feedback.

____ Demonstrates ability to work effectively with other professionals, and supervisors of diverse ethnic backgrounds. Demonstrates interest to learn about individuals from diverse cultural and socio-economic backgrounds through reading materials, discussing related issues in supervision, and attending training on cultural and ethnic diversity.

____ Demonstrates proficiency in the command of language, i.e. oral and written communication.

Comments: _____

II. Develops Competence in evidence based assessment

____ OVERALL RATING

____ Plans, schedules, selects tests, and completes interviews and testing in an appropriate timeframe to complete required evaluations over the internship year.

____ Demonstrates knowledge and competence in administering, scoring, and interpreting psychological tests.

____ Demonstrates knowledge and competence in report writing. Intern writes evaluative reports in a well-organized manner with language appropriate for the intended reader. Intern provides feedback of the results with clarity to clients, staff, and other team members.

Comments: _____

III. Demonstrates competence in evidence based interventions

____ OVERALL RATING

____ Demonstrates knowledge and skill in selecting appropriate empirically validated psychotherapeutic interventions with children, adults, and their families.

____ Demonstrates knowledge and sensitivity of cultural and individual differences.

____ Demonstrates ability in formulating treatment plans, establishment of goals/objectives, and discharge plans.

Comments: _____

IV. Displays competence in research

____ OVERALL RATING

____ Develops skills in applying research knowledge to the treatment of cases.

____ Displays research activity to increase knowledge of specific professional topics through trainings/presentations.

____ Intern will participate in program evaluation activities.

Comments: _____

V. Develops competence in supervision.

____ OVERALL RATING

____ Ability to provide adequate level of supervision to psychology practicum trainees, including knowledge and awareness of factors affecting quality of supervision.

____ Demonstrates self-awareness and makes necessary adjustments to enhance the supervisory process.

____ Demonstrates knowledge of the purpose and roles in supervision.

Comments: _____

VI. Develops competence in consultation and inter professional interdisciplinary skills.

____ OVERALL RATING

____ Demonstrates competence in providing psychological consultation to colleagues, members of other disciplines and consumers.

____ Demonstrates ongoing and consistent integrity and honesty in his/her communication and behaviors with clients, colleagues, and multi-disciplinary teams.

____ Demonstrates knowledge of consultation models and practices

Comments: _____

VII. Demonstrates competence in ethical and legal standards

____ OVERALL RATING

____ Demonstrates knowledge of and adherence to current APA Ethical Principles of Psychologists and Code of Conduct.

____ Demonstrates professional responsibility in areas of confidentiality, knowledge of relevant state and federal statutes, and duty to protect.

____ Intern will integrate ethical and legal standards across all competencies.

Comments: _____

VIII. Demonstrates competence in professional values, attitudes, and behaviors.

____ OVERALL RATING

____ Intern is open to supervisory feedback and seeks supervision and/or consultation to effectively deal with challenging professional situations.

____ Intern conducts himself/herself in a professional manner to maintain professional integrity and values.

____ Intern demonstrates strong professional identity, advancing the welfare of others.

Comments: _____

IX. Demonstrates competency in individual and cultural diversity

____ OVERALL RATING

____ Ability to apply knowledge of self as cultural being in assessment, treatment, and consultation.

____ Ability to apply cultural knowledge of others in assessment, treatment, and consultation.

____ Monitors the interaction of self and others and how it is impacted by individual and cultural diversity.

Comments: _____

OTHER PROGRAM EVALUATION AREAS:

____ Individual Supervision

Comments: _____

____ Group Supervision

Comments: _____

What are the strengths of this training program?

Comments: _____

___What are the limitations of this training program?

Recommendations:

___Please rate the training program overall in helping to prepare you as a professional psychologist

Comments: _____

___Please rate the training program as meeting your own expectations

Comments: _____

Name: _____ Date: _____